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Utah Valley University Department of Mathematics Tenure Criteria

I. Overview and Philosophy

This document sets forth the specific expectations for tenure in the Department of Mathematics of the College of Science & Health. A tenure candidate should thoroughly review UVU Policy 637, Faculty Tenure (<http://uvu.edu/policies/officialpolicy/policies/show/policyid/185>), which provides many of the tenure requirements, expectations, and deadlines. In the event of a conflict between the criteria listed here and those enumerated in university policy, the university policy supersedes the provisions of this document. The purpose of these guidelines is to supplement the university Faculty Tenure policy by providing a clear understanding of the department's expectations of tenure candidates and to help tenure-track faculty members design their own tenure plans. Goals are to be clearly measurable to allow maximum objectivity in tenure deliberations.

The Department of Mathematics Retention, Tenure, and Promotion (RTP) Committee will assist tenure-track faculty members in establishing appropriate goals as they progress towards tenure. The department chair serves as a resource to help tenure candidates progress toward achieving their goals.

In all proceedings, the RTP Committee must respect the rights of the faculty member as specified by university policy.

Deliberations of the RTP Committee are strictly confidential.

II. Purpose of the Department RTP Committee

The Mathematics RTP Committee shall:

- A. Monitor the progress of tenure-track faculty,
- B. Clarify departmental expectations of faculty members regarding tenure,
- C. Forward recommendations regarding faculty retention and granting of tenure.

III. Composition of the Department RTP Committee

The RTP Committee shall be composed in accordance with the provisions of UVU Policy 637.

IV. RTP Committee Responsibilities

The RTP Committee shall:

1. Determine the criteria for quality and quantity as they pertain to competence and excellence in the areas of teaching, service, and scholarship.

2. Meet with each new tenure-track faculty member during the first two months of employment to outline what is expected from all mathematics faculty and discuss activities suitable for obtaining tenure in the Department of Mathematics.
3. Meet again with each tenure-track faculty member by January 15 of the first year of employment (assuming employment began fall semester; for spring hires, meet by September 15), at which time the faculty member will submit a draft of a written tenure plan, which includes activities that he or she intends to complete during the probationary period in order to meet the requirements for tenure in the Department of Mathematics. The tenure plan should be tailored to the faculty member's specific position and areas of expertise, consistent with the expectations outlined in this document and with UVU Policy 637.
 - a. Within two weeks of this second meeting, the RTP Committee will give written feedback on the candidate's proposed tenure plan.
 - b. Within two weeks of receiving feedback from the RTP Committee, the candidate will submit, if necessary, a revised tenure plan in writing to the RTP Committee.
 - c. The RTP Committee will approve the revised tenure plan or make recommendations for further revision by February 28 (the latter for fall hires; for spring hires, October 28).
4. Meet with each candidate by October 15 during the second year and for all probationary years of employment thereafter to review progress and to set goals for the year.
5. Forward recommendations and adhere to the deadlines, as specified in UVU Policy 637 for the midterm and tenure reviews.
6. Review each candidate's progress during the third year to make recommendations concerning granting continuation of tenure-track status. Recommendations shall be forwarded to the department chair and dean.
7. Meet at the end of the probationary period (year six or sooner for those with years granted toward tenure at the time of hire) for the purpose of recommending or not recommending tenure, or granting a one-year extension of the probationary period based on:
 - a. The faculty member's documentation of fulfillment of the tenure contract;
 - b. Other criteria as negotiated between the RTP Committee and the candidate.

8. Meet at other times, as requested either by a tenure-track faculty member or by the RTP Committee chair, to negotiate changes in the tenure contract.
9. Meet at any time to review non-compliance of a tenure-track faculty member with expectations and make appropriate recommendations.
10. Provide copies of recommendations from the RTP Committee to the candidate at the time the recommendations are submitted to the department chair.

V. Candidate Responsibilities

It is the responsibility of the faculty member seeking tenure to assemble and maintain the faculty portfolio, organized as described in UVU Policy 637, and any documentation pertaining to that portfolio.

VI. Expectations and Evaluation of Teaching, Service, and Scholarship

In the lists provided in the following section, the listed items are not necessarily shown in order of priority:

1. Teaching

1.1 Expectations for Teaching

UVU is primarily a teaching institution. Excellence in teaching is a paramount objective of every faculty member. Some of the qualities that define good teaching are

a. setting clear grading standards for evaluating student performance; avoiding the two extremes of grade inflation on the one hand and impossibly hard standards on the other, striving to stay within bounds generally accepted as reasonable by the department

b. providing students with carefully designed syllabi, lectures, exams, homework assignments, and other course materials, in a way that promotes student learning and also meets course goals and standards as set by the department

c. being punctual, well prepared, and organized in all aspects of teaching

d. maintaining regular office hours, to provide help and personal attention to students as needed

e. evaluating student work in a fair manner and providing helpful and punctual feedback to students on assignments and exams

f. showing a mastery of the course content, which includes staying current in the subject matter

g. maintaining high academic standards, and inspiring students to meet those standards

h. covering the required course content

i. maintaining a caring, patient, and respectful attitude towards all students

j. being open to suggestions and constructive criticism from students and colleagues for possible ways to improve a course

k. teaching with originality, freshness, and creativity in such a way that encourages these same qualities in students

l. conveying excitement and enthusiasm about learning

m. establishing a positive learning environment in the classroom that allows constructive discussion of diverse viewpoints

n. taking part in the design of new courses in one's discipline or area of specialty

1.2 Evaluating Teaching

The evaluation of overall teaching performance should take into account teaching loads, the number of preparations required, and any additional instructional activities. Evidence that a faculty member meets the tenure standard for teaching should include the following:

a. Descriptive documentation

1. List of courses taught, by semester.
2. List of new courses developed or courses modified, with dates.
3. List of other instructional activities. This could include advising students, supervising student research, directing independent study, supervising student teaching, or supervising in-service teaching.
4. Representative class syllabi, exams, and other course materials, such as assignments or learning exercises, included in the faculty portfolio.
5. List of teaching awards and honors received.

b. Student evaluations

1. Student evaluations shall be provided as stated in UVU Policy 637.
2. Representative unsolicited email or letters from students, which address teaching performance, may also be included.

c. Other Evaluations

1. At least one peer evaluation for each probationary year, each written by a faculty member who has visited the candidate's class; these evaluations address expectations such as organization and clarity, rigor, high academic standards, and interaction with students.
2. Other supporting evidence such as reports from teachers of subsequent courses, graduate schools, or employers regarding students' preparation and performance.
3. Professional invitations based on the candidate's reputation as a teacher.

d. Self-assessment of teaching, as described in Policy 637, summarizing how the candidate has met the criteria for teaching. This may include any of the following:

1. Efforts to stay current in the pedagogy of the discipline.
2. Self-evaluations of teaching.
3. Programs of study of teaching techniques.
4. How faculty mentors or other experienced teachers have influenced teaching.
5. Presentations or attendance at seminars, workshops, and conferences on teaching.
6. Involving students or peers in efforts to improve teaching.
7. Instructional innovations, including technology.
8. Participation in course or curriculum development.
9. Writing textbooks, supplements, or other instructional materials.
10. Writing grants aimed at improving teaching (whether or not funded).
11. A narrative response indicating how teaching strategies have been modified in response to feedback from students.

e. Evidence of student achievement. For example,

Student papers, examinations, or standardized tests that evidence learning.

2. University Service

2.1 Expectations for University Service

Each faculty member should support the mission of the university, college, and department. Expectations for university service include

- a. Observing university, college, and department policies and guidelines
- b. Serving the department in such areas as course scheduling, outcomes assessment, scholarship review, curriculum, concurrent enrollment, textbook selection, course coordinator, Math Club coordinator, etc.
- c. Serving at least one assignment outside the department, such as faculty senate or faculty senate committee, university task force, or other university or college committees
- d. Participating actively in the life of the university community by attending department, college, and university meetings
- e. Mentoring, encouraging, advising, and collaborating with colleagues, sharing one's expertise, and participating in peer observations as needed
- f. Serving the community in ways that enhance the image of the department, college and university
- g. Serving as a reviewer or editor for a mathematics-related journal
- h. Providing service and leadership in professional associations

2.2 Evaluating Service

The evaluation of a faculty member's service contribution should take into account the opportunities that are available, other assignments and duties of the faculty member, and the faculty member's individual strengths. Assistant professors should generally have reduced assignments for service, with an emphasis on activities that provide the most benefit to them for advancing their participation in meaningful departmental, college, and university-level assignments and contributing to their professions. A strong service record does not compensate for inadequacies in teaching or scholarship. Evidence that the faculty member meets the tenure standard for university service should include the following types of supporting information:

a. Descriptive documentation

A list of service activities should include dates of service, an assignment description, and the responsibilities.

- 1. List of committee service in the department, college, and university; e.g., serving as a course coordinator or participating in curriculum development.
- 2. List of clubs or student groups advised, e.g., student math contests or math clubs.
- 3. List of department, college, or university administrative assignments.
- 4. List of activities giving service to the profession, e.g., serving on an editorial board of a journal, reviewing and/or refereeing journal

papers, organizing a scholarly regional or state meeting, or serving as an officer of a professional organization.

5. List of activities mentoring faculty members, or collaborating with faculty members in a service area of common interest.

6. List of service to the community in which the candidate used knowledge from his or her area of expertise to interact with the media or the community, or to serve on state or local committees.

7. List of relevant awards and honors.

b. Optional evaluations

1. Peer evaluations of service from UVU faculty members or others qualified to make evaluations of the candidate's university service. These peer reviewers should have closely observed these activities. Peer evaluations should address the quality, quantity, and significance of the service and should carefully consider the expectations outlined in Sec. 2.1 (above).

2. Reports from those affected by the faculty member's service activities.

3. Letters of support from off-campus entities capable of evaluating service to the community or discipline.

c. Narrative report – a self-assessment summarizing how the candidate has met the criteria for service.

1. Evaluation of contributions toward furthering the missions of the university, college, and department.

2. Evaluation of collaborative efforts with colleagues and any experiences mentoring colleagues.

3. Evaluation of service to the profession, including holding offices and committee assignments in professional associations, organizing professional meetings and panels, editing journals and newsletters, serving on editorial boards, and serving as a referee of scholarship.

4. Evaluation of professional service to the community (local, state, or other).

3. Scholarship

3.1 Expectations for Scholarship

Each faculty member is expected to be actively involved in, and to provide evidence of, continued scholarly activity.

Scholarly activities include, but are not limited to, the following:

- a. Engaging in research or other scholarly activity in mathematics or mathematics education
- b. Delivering a presentation in mathematics or a closely related field at a local, regional, or national meeting
- c. Publishing a paper on a mathematical topic in a peer-reviewed journal
- d. Delivering a presentation at a UVU Department of Mathematics colloquium or at the UVU Math Club *
- e. Participating in study groups to review and investigate graduate-level mathematical topics
- f. Enrolling (for credit) in a graduate-level course in mathematics or an associated field
- g. Refereeing or editing a mathematics or mathematics-related journal
- h. Authoring or co-authoring a textbook or study guide for an undergraduate- or graduate-level course in mathematics or a closely related field
- i. Preparing for and taking actuarial exams that lead to Associate or Fellow SOA status
- j. Sponsoring or supervising student projects (assuming significant and sustained faculty involvement)
- k. Writing research or other scholarly proposals
- l. Writing book reviews
- m. Attending local, regional, or national conferences and meetings of professional mathematics or mathematics-related organizations *
- n. Attending UVU Department of Mathematics colloquia *
- o. Attending graduate or upper-division undergraduate courses in mathematics or mathematics-related fields *

* Although strongly encouraged, these activities alone will not fulfill the scholarly activities requirement for tenure.

3.2 Evaluating Scholarship

Evidence that the faculty member has performed scholarly activities should include the following types of supporting information:

- a. Descriptive documentation

1. Peer-reviewed scholarly publications, including books, book-chapters, papers, proceedings, etc. (published, in print, or accepted for publication).
 2. Funded and non-funded research.
 3. Service as a referee or editor for a mathematics-related journal.
 4. Awards or other recognition for scholarship.
 5. Undergraduate- or graduate-level mathematics textbooks or study guides authored or co-authored for national use.
 6. Abstracts of presentations made at conferences and meetings of professional mathematical or mathematical education organizations – local, regional, and national.
 7. A list of conferences and meetings of professional mathematical or mathematical education organizations attended – local, regional, and national, including evidence of attendance.
 8. Abstracts of presentations made at UVU Department of Mathematics colloquia or the UVU Math Club.
 9. A summary describing participation in study groups to review and investigate graduate-level math topics.
 10. Actuarial study and exams taken that lead to Associate or Fellow SOA status.
 11. Transcripts of graduate-level course work in mathematics or associated fields.
 12. A list of graduate or upper-division undergraduate courses attended in mathematics or related fields, including evidence of attendance.
- b. Narrative report –a self-assessment summarizing how the candidate has met the criteria for scholarship.
- c. Optional evaluations
- Peer evaluations from faculty who are qualified to evaluate the candidate's scholarly work. Peer evaluations should address the quality, quantity, and significance of the scholarly work.