

Appointment, Reappointment, Promotion, Tenure, and Post-Tenure Review in the Department of Mathematical Sciences at Appalachian State University

Updated Fall 2016

Definitions of Teaching, Scholarly Activity, and Professional Service

A. Teaching

The primary mission of the Department of Mathematical Sciences at Appalachian State University is to educate students in pure and applied mathematics, statistics, mathematics education, and actuarial science. Faculty are expected to be committed to teaching excellence and to contribute via effective classroom teaching, effective non-classroom teaching, and/or curriculum development.

Faculty may document their teaching effectiveness using multiple modes, including but not limited to: course materials, presentation or workshop materials, student evaluations required by the department, instructor-created evaluations, sampling of student work, peer evaluation, and chairperson review.

1. *Effective classroom teaching* includes (but is not limited to):

- presentation of appropriate course content,
- effective student and classroom management,
- appropriate use of classroom materials and equipment, and/or,
- appropriate use of software and other instructional technology.

2. *Effective non-classroom teaching* includes (but is not limited to):

- instruction and assistance during office hours,
- advising or consulting on theses, products of learning, and directed research,
- advising or consulting on other academic projects or independent studies,
- advising or assisting academic student organizations, and/or
- formal and informal advising for programs of study.

3. *Curriculum development* includes (but is not limited to):

- departmental curriculum and program projects,
- development of materials for individual courses,
- development of online courses or course delivery,
- novel or innovative use of technology in teaching,
- assessment of program and student learning outcomes, and/or
- workshop or seminar presentations about curriculum development.

B. Scholarly Activity

Scholarly activity in the mathematical sciences involves scholarly exploration or creative endeavor into some aspect of the discipline of mathematics, including interdisciplinary work. In order to encourage and to support a diversity of talents, interests, and areas of study among its faculty, the Department of Mathematical Sciences recognizes the diverse forms and products that scholarly activity may assume, which is consistent with the College of Arts and Sciences Guidelines for Reassigned Time for Scholarly and Creative Activities. These include contributions to the advancement of mathematical knowledge, applications of mathematical knowledge, and the integration, verification and transmission of knowledge.

It is important that at least some aspects of a faculty member's scholarly activities receive external review and validation. Externally validated activities include (but are not limited to) peer reviewed publications, publication of curricular materials by a commercial publisher, awards from regional or national organizations related to scholarly activities, and presentations at national or regional meetings.

1. Contributions to the advancement of knowledge includes original inquiry into a discipline-related topic intended to advance knowledge for its own sake within mathematical sciences or an interdisciplinary effort intended to advance mathematical sciences knowledge within a larger context. Activities of this type typically lead to dissemination of new knowledge, or the interpretation/revision of existing knowledge through scholarly publications (e.g., journal articles or monographs), or other means that require peer review.

2. Applications of knowledge includes scholarly and creative activities consistent with professional practice in an individual's discipline. Activities of this type lead to dissemination of new knowledge, or the interpretation/transmission of existing knowledge in the recognized area of expertise. This may include (but is not limited to):

- serving as an editor for a scholarly journal or academic press,
- serving as a reviewer for a scholarly journal or academic press,
- serving as an editor for scholarly editions or multi-volume works,
- reviewing grants for an agency such as the National Science Foundation,
- evaluating funded grants within and outside Appalachian State University,
- development of software or internet/tablet/smartphone applications,
- consulting within and outside Appalachian State University, and/or
- grant writing and/or acquisition for support of professional activities.

3. Integration, verification and transmission of knowledge includes professional presentations or workshops and/or other interactions with professionals in the discipline or other disciplines in the case of interdisciplinary work. Activities of this type lead to the successful dissemination of new knowledge or the interpretation of existing knowledge to students, colleagues, or peers in other disciplines. This may include (but is not limited to):

- organizing or delivering seminars,
- presenting or conducting workshops at conferences,
- developing professional standards, and/or
- writing text books or laboratory manuals.

C. Professional Service

Academic institutions and professional organizations require efforts from within the organization to accomplish their intended purpose. Thus, professional service is an integral part of the overall effort of the University and is therefore a necessary part of faculty performance. Service may be performed at many levels, including the Department, the College, the University, the community, and the profession.

1. Service to the Department may be achieved through direct involvement in Departmental affairs. This may include (but is not limited to):

- actively participating on Department committees,
- performing special assignments from the Department,
- initiating and/or directing Department workshops or seminars,

- directing special studies related to Department evaluation and planning,
- preparing documents related to departmental evaluation or planning, and/or
- assuming administrative responsibilities.

2. *Service to the College and University* may be achieved through participation in College and University organizations or performing special assignments from the College or University. This may include (but is not limited to):

- serving on committees, task forces, or Faculty Senate,
- serving in leadership roles such as director of self-study, and/or
- advising non-academic student clubs and organizations.

3. *Service to the community* may be achieved via participation in activities beyond the University that are directly related to a faculty member's professional interests. This may include (but is not limited to):

- serving as consultant to other academic institutions,
- serving as a consultant to organizations within the community,
- giving presentations to in-service teachers and community groups, and/or
- giving public lectures and presentations.

4. *Service to the individual's profession* may be achieved via active participation in activities that are essential to the operation of professional organizations. This may include (but is not limited to):

- serving as officer of professional society,
- actively participating on committees of professional societies, and/or
- organizing programs for professional societies.

II. Requirements for Appointment, Reappointment, Promotion, Tenure, and Review

All faculty members who are seeking reappointment, promotion, and tenure will submit a Promotion and Tenure Portfolio to the department Promotion and Tenure Committee for review. Portfolio guidelines may be found in the Appalachian State University faculty handbook, section 4.4 (detailed descriptions in sections 4.4.5.1 – 4.4.5.2).

A. Departmental Requirements for Appointment

To be considered for appointment to a tenure-track position at the rank of Assistant Professor, a candidate must show evidence of ability to:

- provide effective teaching,
- be actively engaged in scholarly activities, and
- provide quality service to the institution.

B. Departmental Requirements for Reappointment

To be considered for reappointment to a tenure track position, a faculty member must provide:

- evidence of quality and effective teaching,
- evidence of engagement in quality research/creative activities, and
- evidence of contributions to the department/college/university and/or the profession through service or outreach.

C. Departmental Requirements for Tenure and Promotion to Associate Professor

To be considered for tenure or promotion to Associate Professor, a faculty member must provide:

- evidence of quality and effective teaching,
- evidence of quality research/creative activities, and
- evidence of contributions to the department/college/university and/or the profession through service or outreach.

D. Departmental Requirements for Promotion to Professor

To be considered for promotion to Professor, a faculty member must provide:

- evidence of quality and effectiveness in teaching,
- evidence of continued quality in research/creative activities and contributions to the department/college/university/profession through service or outreach, with excellence achieved in one of these two areas (scholarship or service).

E. Departmental Requirements for Post-Tenure Review

Procedures for post-tenure review are described in Section 4.7 of the Appalachian State University Faculty Handbook. Faculty undergoing post-tenure review should submit a Promotion and Tenure Dossier (see Faculty Handbook section 4.4.5.1) to the department Post-Tenure Review Committee. Portfolio items #2 (summary one-page vita) and #8 (annual reviews by the chair) should focus on the last five years. Portfolio item #9 (written recommendations of the departmental promotion and tenure committee) does not apply in the case of post-tenure review.

Post-tenure review is meant to be a “comprehensive, formal, periodic evaluation of cumulative faculty performance,” so the narrative portions of the Dossier should discuss contributions throughout the faculty member’s career. However, the notable indicators should be selected from the previous five years. A Collection of Artifacts/ Documentation (required for promotion and tenure decisions) does not need to be submitted, but the Committee may request to review additional artifacts or documentation.

The Post-Tenure Review Committee will evaluate the faculty member based on:

- evidence of quality and effective teaching,
- evidence of quality research/creative activities, and
- evidence of contributions to the department/college/university and/or the profession through service or outreach.

III. Guidance on Documenting Scholarly Activity as Defined in Section I

The table below sorts examples of scholarly activities into three columns.

Column 1: Direct Evidence These activities provide clear, external validation of quality scholarship, thus they directly and unequivocally document scholarly activity as defined in Section I.

Column 2: Indirect Evidence While still valued and encouraged by the Department, an activity from this list is less likely to merit consideration as a single product sufficient for documenting progression toward promotion or tenure. Faculty whose scholarship relies on activities in Column 2 should be prepared to provide significant, detailed justification of external validation and impact of those activities if they wish to present them as significant products for promotion or tenure.

Column 3: Scholarly Service The third column presents activities that demonstrate a faculty member’s ability to apply scholarly knowledge within teaching or service experiences. An activity from this Column may be used to contextualize the breadth of a faculty member’s scholarship but does not typically merit consideration as a significant product sufficient for documenting progression towards promotion or tenure.

Direct Evidence	Indirect Evidence	Integrated Scholarly Service
Author or co-author of peer reviewed articles, including those in journals or proceedings of regional, national or international conferences or organizations Author or co-author of professionally published monographs, book chapters, and textbooks PI or significant co-PI on significant externally funded grants or contracts from state, regional or national agencies Invited speaker for plenary presentations at national or international conferences Principal participant in development of patented, commercialized, or otherwise externally validated software Passing an actuarial exam at the fellow level	Editor of a scholarly journal or academic press Member of a review panel for regional or national grants Presenter or co-presenter of posters, talks, seminars or workshops at regional, national or international meetings Mentor for a student whose scholarship is published in a peer-reviewed medium Reviewer or referee for a scholarly journal or academic press Member of a regional, national or international committee related to the discipline Author or co-author of self published materials with documented impact PI or co-PI on well reviewed, unfunded significant grants Passing an actuarial exam at the associate level	Presenter in a department colloquium Officer or other leadership role in a regional, national or international professional organization Senior personnel on grants or contracts Mentor for students on honors theses, directed research, or capstone research projects Consultant within or outside ASU Author or co-author of articles in newsletters, weblogs of professional organizations, entries in encyclopedias

Faculty are encouraged to seek additional guidance on interpreting the items in this table from the Chair, who may consult with the Dean. As noted above, faculty whose scholarship relies in part on activities in Columns 2 or 3 should be prepared to provide significant, detailed justification of external validation and impact of those activities.

Meeting Expectations for Reappointment, Promotion, Tenure and Post-tenure Review:

*Faculty seeking **tenure and promotion to associate professor*** are strongly encouraged pursue activities listed in Column 1, meeting expectations by production of a minimum of four (4) artifacts prior to application. At reappointment, faculty should be prepared to document progress toward meeting this goal.

Faculty seeking *promotion to professor* must be outstanding in at least one of scholarship or service in addition to providing evidence of quality and effective teaching. To meet expectations in scholarship (below outstanding), these faculty should demonstrate continued accomplishments in research by producing at least two (2) additional artifacts from Column 1 in the 5 years leading up to requesting promotion to professor. For these faculty to be considered **exceeding expectations** or **outstanding** in the area of scholarship, the rubric below should be considered. In addition, faculty seeking promotion to professor should provide evidence that they have assumed a significant role in activities listed in Columns 2 and 3.

Faculty at the rank of associate professor (who do not seek promotion to professor) and professor are encouraged to continue to pursue an active scholarly agenda. Because senior faculty are expected to assume wider responsibility with service to the department, college, university, and discipline, faculty undergoing *post-tenure review* will meet department expectations on scholarship by documenting artifacts from Columns 2 and 3 and producing at least one (1) artifact from Column 1 in the five years preceding review.

Exceeding Expectations / Outstanding:

- Faculty who meet 150% of the minimums listed above will be considered to be exceeding expectations for scholarship.
- Faculty who meet 200% of the minimums listed above will be considered outstanding scholars.

Note on Collaborative or Interdisciplinary Scholarship:

The mathematical sciences disciplines lend themselves to collaboration within the field and also to participating in interdisciplinary scholarship with professionals in a broad range of related fields. The Department values such scholarly endeavors.

It is important that faculty engaging in activities that involve collaboration or in activities that are more customary in other fields be prepared to document the scope of their individual contributions and/or the significance of activities not common as products in the mathematical sciences.