

# Keene State College Mathematics Department

## Standards for Promotion and Tenure

### **Introduction**

The Mathematics Department expects all of its faculty to develop plans for how they intend to address the three areas of teaching effectiveness, scholarship and related professional activity, and service to the college in which faculty are evaluated. These plans are especially important to the evaluation of faculty who are not yet tenured or who are pursuing promotion to a higher rank. Faculty should consult their colleagues in order to receive feedback on their plans. Annual self-evaluations should address the plans, particularly in the articulation of short-term and long-term goals and the statement of professional identity.

### **DPEC Procedures and Process**

The Mathematics Department will follow all procedures and expectations set forth in the KSCEA Collective Bargaining Agreement and the associated Faculty Handbook.

Generally speaking, DPECs will consist of all tenured department faculty other than the candidate being evaluated. Faculty on sabbatical, however, need not serve on a DPEC. A faculty member may also choose not to serve on a DPEC provided this does not reduce the number of faculty on the DPEC below the minimum number required.

A DPEC Chair shall be elected from among the faculty serving on the DPEC. The DPEC Chair will be responsible for organizing and facilitating DPEC meetings and writing the DPEC evaluation letter, though the letter must reflect the views of the entire DPEC, including any dissenting views. The Mathematics Department shall attempt to rotate the responsibility of serving as DPEC Chair through its tenured faculty in order to equitably distribute workload.

A faculty member being evaluated must create an evaluation file in accordance with college and department expectations. All student course evaluations for the period of review must be included, along with other evidence supporting the faculty member's work in the three areas of evaluation. The faculty member is encouraged to make a presentation to the DPEC in order to provide context for the evaluation. However, DPEC discussions and the development of DPEC letters will occur without the presence of the faculty member being evaluated. The DPEC, typically through the DPEC Chair, may communicate with the faculty member being evaluated so that questions raised by the DPEC may be answered. The DPEC may also provide the faculty member with advice about improving the evaluation file in terms of its contents or organization. Candidates for promotion or tenure must include in their evaluation files the required narratives in the three areas of evaluation; the documentation included in the file should correlate well with these narratives.

Before the first formal meeting of a DPEC, and after all DPEC members have read the file of the faculty member being evaluated, the DPEC Chair shall provide the DPEC with an initial draft of the evaluation letter. Once the final letter has been approved and signed by the DPEC, the DPEC Chair shall deliver the letter and the faculty member's evaluation file to the appropriate office (Dean or Provost) by the established deadline.

## Teaching Effectiveness

The Mathematics Department expects all of its faculty to be effective teachers. The primary measure of teaching effectiveness is the quality of student learning. While teaching methods and philosophies will tend to vary among faculty, in order to facilitate and promote student learning, the Department expects a faculty member to:

- possess or develop appropriate expertise with the content of courses being taught;
- consider the impact of pedagogical practices employed in the classroom;
- plan and organize courses, units, and individual lessons so that students will have the opportunity to successfully engage with course and program learning outcomes;
- regularly assess student learning and employ multiple methods of assessment;
- provide support to students outside of class;
- advise students, both formally and informally, relative to both their academic programs and their career goals;
- stay current with respect to pedagogical practices, use of technology, and recommended course content;
- reflect upon all aspects of his or her teaching in order to improve student learning.

Documentation of teaching effectiveness may include:

- sample course syllabi;
- classroom observation reports completed by colleagues;
- samples of materials used in courses (e.g., handouts, classroom activities or demonstrations, assessment rubrics, projects, etc.);
- sample exams;
- student course evaluations from all courses taught during the period of review, along with a written reflection on these evaluations;
- examples of how a faculty member has addressed course or program learning outcomes;
- contributions to student advising.

In reviewing a candidate for promotion or tenure, the Department may consider the above-listed items. The candidate may include other items for the Department to consider, though whether such items are considered is at the discretion of DPEC members. With this in mind,

*For tenure and promotion to Associate Professor*, the Mathematics Department would normally expect

- documentation of teaching effectiveness as described above;
- evidence of how a course taught in more than one semester has been developed and refined based upon the faculty member's reflection and analysis of the course over a period of time.

*For promotion to Professor* the Mathematics Department would normally expect, during the period of time following promotion to Associate Professor,

- documentation of teaching effectiveness as described above;
- evidence of how a course taught in more than one semester has been developed and refined based upon the faculty member's reflection and analysis of the course over a period of time;
- evidence of initiative in teaching (e.g., creation of a new course, implementation of a new pedagogical approach, use of new assessment methods, etc.).

## Scholarship and Related Professional Activity

The Mathematics Department recognizes faculty practice four kinds of scholarship as defined by the Boyer Model. The general expectation is that all faculty members should be able to demonstrate the presence of an active and ongoing program of scholarship of one or more of the types described below, and that a substantial portion of the scholarship be focused around mathematics and/or mathematics education. In addition, the Mathematics Department values scholarship in higher education in general and recognizes that a portion of a faculty member's scholarship may be outside mathematics and/or mathematics education.

Type of Scholarship	Purpose	Sample Measures of Performance
<i>Discovery</i>	Build new knowledge through research	<ul style="list-style-type: none"> <li>• published article, book, or textbook</li> <li>• author or co-author of a published book</li> <li>• external grant support</li> <li>• conference presentation</li> </ul>
<i>Integration</i>	Interpret the use of knowledge within and across disciplines	<ul style="list-style-type: none"> <li>• published article, book, or textbook</li> <li>• external grant support</li> <li>• conference presentation</li> </ul>
<i>Application</i>	Aid society and professions in addressing issues and problems	<ul style="list-style-type: none"> <li>• published article or book</li> <li>• external grant support</li> <li>• conference presentation</li> <li>• leadership role in a professional organization</li> <li>• journal or book editor</li> <li>• reviewer of article or book</li> <li>• member of a mathematics or mathematics education committee</li> <li>• consultant to an outside company or government agency</li> <li>• advising student groups in order to foster students' professional growth</li> </ul>
<i>Teaching</i>	Study teaching models and practices to achieve optimal learning	<ul style="list-style-type: none"> <li>• published article or book</li> <li>• external grant support</li> <li>• conference presentation</li> <li>• developing and testing instructional materials</li> <li>• mentoring students who give presentations at professional conferences</li> <li>• design and delivery of a new course</li> </ul>

Adapted from Boyer, E.L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.

New department faculty, in consultation with their department colleagues, should develop a scholarship plan that describes the type(s) of scholarship in which they will engage, the methods by which the scholarship will be conducted, and the anticipated products of the scholarship. Faculty are expected to sustain a program of scholarship and professional activity and DPEC letters should provide feedback on the faculty member's plan and progress toward achieving scholarship goals. It is understood that a faculty member's scholarship plan may change over time as new interests are developed and new opportunities encountered.

While scholarship products will tend to vary among faculty members, the Mathematics Department expects some products to undergo thorough peer review and appropriately communicate scholarship results. With this in mind,

*For tenure and promotion to Associate Professor*, the Mathematics Department would normally expect

- at least three presentations at regional/national discipline and/or higher education conferences;
- acceptance for publication of at least one article (research, expository, or pedagogical) in mathematics or mathematics education that has undergone thorough peer review;
- evidence of additional scholarship activities such as those outlined in the table above.

However, the Department recognizes that, in some circumstances and depending on the entirety of a faculty member's scholarship activity, the faculty member may be recommended for tenure even if no articles have been accepted for publication.

*For promotion to Professor* the Mathematics Department would normally expect, during the period of time following promotion to Associate Professor,

- at least three presentations at regional/national discipline and/or higher education conferences;
- one of the following:
  - acceptance for publication of at least two articles (research, expository, or pedagogical) in mathematics or mathematics education that have undergone thorough peer review;
  - a book or textbook published by (or an agreement to publish such) a reputable publisher of textbooks in mathematics or mathematics education;
- evidence of additional scholarship activities such as those outlined in the table above;
- evidence of scholarly growth (e.g., work in a type of scholarship not previously pursued or increased level of activity in an area of prior scholarship).

What has been described here represents the Mathematics Department's normal expectations, but is not intended to be either exhaustive or exclusive. Faculty members may engage in scholarly and professional activities they deem appropriate, but will be expected to justify how their activities relate to, and are reasonably consistent with, the department's and the college's expectations.

## Service to the College

The Mathematics Department expects all of its faculty members to participate in the organizational life of Keene State College, both within the department and at the school or all-college level. In the first year of appointment, faculty members are expected to contribute to departmental service only. From the second year forward, faculty members are also expected to contribute to service at the school and/or all-college level.

Service within the department includes:

- developing or updating curricula;
- coordinating multi-section courses;
- conducting learning outcomes assessment;
- organizing and/or participating in group advising sessions;
- organizing and/or participating in new student orientation;
- organizing and/or participating in the college open house;
- serving as department representative on certain committees;
- taking notes at department meetings;
- maintaining department computer classroom and discipline computer lab;
- advising student groups (e.g., Math Club, Kappa Mu Epsilon);
- maintaining information about external student opportunities (e.g., summer programs, internships, graduate school, study abroad);
- writing departmental documents (e.g., assessment reports, curriculum proposals, advisory opinions);
- serving on departmental search committees;
- actively participating in department meetings;
- other activities as needed to conduct department business.

Service at the school and all-college level includes:

- serving on school or all-college committees;
- serving on accreditation teams;
- serving on campus-wide search committees;
- presenting at college-wide events related to service activity;
- presenting at conferences related to service activity;
- pursuit, acquisition, and/or administration of grants;
- development of college-wide curricula (e.g., Integrative Studies, Honors Program);
- serving on DPECs for faculty outside the department;
- other activities as needed to conduct school or college business.

Leadership positions include:

- serving as department chair;
- fulfilling leadership roles on school or all-college committees, accreditation teams, or campus-wide search committees;
- fulfilling leadership roles in KSCEA;
- fulfilling other leadership roles as needed to conduct department, school, or college business.

The Mathematics Department also recognizes voluntary contributions of professional expertise to the community outside of Keene State College.

Documentation of service may include:

- letters from colleagues describing service contributions;
- documents produced as part of service contributions;
- descriptions of the results of service contributions.

With this in mind,

*For tenure and promotion to Associate Professor*, the Mathematics Department would normally expect

- evidence of regular contributions to departmental service, as described above;
- evidence of contributions to service in at least one capacity at the school or all-college level, as described above, during the second year of appointment
- evidence of contributions to service in at least two capacities at the school or all-college level, as described above, each year following the second year of appointment.

*For promotion to Professor* the Mathematics Department would normally expect, during the period of time following promotion to Associate Professor,

- evidence of continuing regular contributions to departmental service, as described above;
- evidence of contributions to service in at least two capacities at the school or all-college level, as described above, each year;
- service in at least one leadership position, as described above.