

Annual Review Policy Statement for Department of Mathematics

Revised November, 2009

As per university rule 12.01.99.M2 (University Statement on Academic Freedom, Responsibility, Tenure, Promotion, Section 2.5), the Department of Mathematics conducts annual reviews of all its faculty during the spring of each year. A summary written evaluation statement is given to each faculty member by the Head, or Associate Head, during the summer. A follow-up evaluation meeting with the Head is mandated for all continuing assistant and visiting assistant professors. Follow-up meetings with other faculty are conducted upon request of the faculty member. The evaluation criteria and procedures vary with rank and are summarized as follows:

Tenured and Tenure-Track Faculty (Assistant, Associate and Full Professors). Tenured and tenure-track faculty are expected to contribute to the research, teaching and service missions of the department. Each faculty member within these ranks is expected to submit a report in December of each year that details his or her accomplishments in research, teaching and service over the previous three years. This three-year window is longer than the yearly review window used by most departments on the campus. Faculty research programs often require long periods of time to develop and thus cannot be sufficiently evaluated by looking only at the previous year's progress. Thus the department strongly feels that a three-year window is better suited for the purpose of "annual reviews" of its faculty.

The department's Executive Committee, chaired by the Head, is charged with making evaluation recommendations to the Head. Each tenure-track faculty member is evaluated at one of the four levels: Excellent, Good, Satisfactory, or Unacceptable. The last category is reserved for faculty whose performance is poor enough to fall under the category of "post-tenure review" (as detailed in our post-tenure review procedures). An evaluation of excellent indicates that the faculty member has achieved distinction in one of the three areas of research, teaching or service, with at least good performance in the other two areas. In some cases, extraordinary performance in one area can compensate for mediocre performance in another and thus result in an overall evaluation of excellent. Evaluations of good or satisfactory reflects a somewhat lesser level of overall achievement, as judged by the Executive Committee. Since evaluations are subjective in nature, input from the Executive Committee is crucial to the evaluation process (note: two-thirds of the Executive Committee's members are elected by the tenure/tenure-track faculty and one-third are appointed by the Head).

Indicators of distinction or excellence in research include: 1) peer-reviewed publications, 2) external grant support, and 3) invitations to speak at conferences, workshops and colloquia. Indicators of distinction in teaching include: 1) winning a major college or university teaching award, 2) external grant support for a major revision of curriculum or new pedagogical technique, and 3) the creation of new pedagogy which is adopted by others, both internal and external to the university. Teaching evaluations and class visitations play an important role in the

evaluation of teaching. The department's Teaching Effectiveness Committee is charged with reviewing the student-evaluations and performing class visitations, especially for assistant and associate professors, and communicating their findings to the Executive Committee as part of the review process. Indicators of distinction in service include: 1) excelling at some major departmental administrative role, such as an associate head position, 2) leadership of a major program which has demonstrable impact within the university or beyond, and 3) chairing a major committee with demonstrable impact at the university, state, national or international levels.

Many criteria may contribute to more than one area. For example, the directing of graduate-student theses certainly contributes to research, but also to graduate teaching. The organizing of a major conference or membership on editorial boards are examples of service to the mathematical community but they are also indicators of respect of the faculty member's research. Where appropriate, evaluations of research, teaching, and service will incorporate interdisciplinary/multidisciplinary collaborations, work that enhances diversity, and international activities.

Reviews of tenure-track assistant professors include a statement on progress towards tenure. A separate mid-term review is conducted for each assistant professor by Subcommittee T during the middle of their probationary period (see the department's promotion and tenure guidelines). This review covers the research, teaching and service activities of an assistant professor from the date of hire. Several outside letters of reference are requested as part of the midterm review of the faculty member's research. A written report summarizing this mid-term review by Subcommittee T is presented to the faculty member by the end of the midterm review year (i.e. the third year for a faculty member with a five-year probationary period). A meeting with the Head is mandated for such faculty to discuss their annual reviews (and midterm report).

Continuing Visiting Assistant Professors: Each visiting assistant professor with a multi-year appointment is usually a recent Ph.D. graduate. Their appointment here is of a postdoctoral nature with an assigned mentor. It is anticipated that this postdoctoral appointment will help continue their preparation for a research and teaching tenure-track position at a college or university. Any faculty member on a continuing appointment as a visiting assistant professor will be reviewed by the Head in consultation with the faculty member's mentor. Service is not expected of such faculty and so the review centers mostly on progress in research and teaching. A meeting with the Head is mandated for such faculty to discuss progress and to make sure the faculty member is receiving proper guidance and mentoring.

Lecturers and Senior Lecturers: Faculty in these ranks are primarily involved with the teaching function of the department. More experienced lecturers and senior lecturers are also expected to perform teaching-related service/scholarship activities that include advising, course coordination, help session coordination, textbook selection, review sessions, curriculum and textbook writing, and electronic delivery of curriculum materials. Basic mathematical research is usually not part of their duties. Each lecturer or senior lecturer will be reviewed by the Associate Head. Classroom performance as measured by teaching evaluations, classroom visitations, appropriateness of exams and curricula materials, and comments by experienced course coordinators will form a large part of the basis of these reviews. More experienced lecturers and senior lecturers will also be judged on the impact of their service and/or scholarship activities.