

Department of Mathematics

College of Letters, Arts, and Sciences
University of Colorado
Colorado Springs

Criteria, Standards, and Evidence for Reappointment,
Promotion, and Tenure

July 1, 2020

1 Introduction

Standards and processes for reappointment, promotion, and tenure of faculty are governed by Regent Laws Article 5 and CU Administrative Policy Statement 1022. Campus guidance is supplied in UCCS Policy 200-001. These documents require the establishment of departmental criteria which are to be used throughout the review process. In the event that a department policy is judged to be in conflict with the Regent Laws and Policies (www.cu.edu/regents/laws-and-policies/) or with the CU Administrative Policy Statements, the latter shall apply.

These criteria are to be considered guidelines for the review of candidates toward reappointment, promotion, and tenure in the Department of Mathematics. The criteria are based on appropriate and current standards of professional performance in our discipline. Each candidate's case will be reviewed and judged on its individual merits and circumstances. The department is committed to quality teaching, strong scholarly/creative work, and effective leadership and service to the university, the profession, and the community. The evaluation process is based on several assumptions: (1) possession of an appropriate terminal degree; (2) competent education and training in the discipline(s); (3) conduct which reflects the professional and academic standards for generating, validating, disputing, and transmitting knowledge; and (4) an appreciation of and respect for the rights, duties, and privileges associated with academic freedom and collegial responsibilities. Faculty should note that tenure and promotion decisions are based on summative evaluations of a faculty member's cumulative performance according to the departmental criteria. These processes and criteria are separate and distinct from the annual merit performance evaluation.

In addition to establishing departmental criteria, this document is meant to help individual faculty members become conscious of the factors which influence and direct the department in its decisions regarding reappointment, tenure, promotion, and post-tenure reviews. Each faculty member should utilize the department chair or other campus resources for clarification on issues or procedures that may not have been fully addressed in this document.

2 Department Roles and Responsibilities

2.1 Role of the Department Chair

The department chair is responsible for providing each faculty member with a copy of this document as well as copies of the college, campus, and system-wide policies during the first semester of appointment. The chair is also responsible for making recommendations to the dean regarding personnel actions for instructors, such as promotion to Senior Instructor.

2.2 Primary Unit Evaluation Committee

Consistent with Regent Policy 5.D, the Department of Mathematics shall form a Primary Unit Evaluation Committee (PUEC) from among its faculty members for the purpose of making recommendations on reappointment, tenure, promotion, and post-tenure review for each tenure-track candidate during an academic year.

2.2.1 Formation

The department chair will convene the PUEC in the spring semester to consider all reappointment, tenure, promotion, and post-tenure review actions for the following academic year. The committee will generally consist of all tenured faculty members of the Department of Mathematics including the department chair. However, faculty members who are not in residence for the entirety of the year of review (e.g., those on sabbatical leave) may recuse themselves from the PUEC by informing the department chair. The recused faculty member will not vote on any personnel action decisions for that year. Deviation from the above PUEC membership rule will require approval by the department chair.

2.2.2 Responsibility

The PUEC will be responsible for obtaining the requisite materials for the year's reappointment, tenure, promotion, and post-tenure reviews, and for adding these materials to each candidate's dossier. These materials should include but are not limited to the following.

(1) Department Policies, Procedures, and Criteria for Reappointment, Tenure, and Promotion (this document).

(2) Copies of all previous reappointment, promotion, and tenure evaluations, votes, and recommendations, as outlined in the campus policy, if the candidate has previously undergone a personnel action. The dean and/or the department chair is responsible for providing these documents to the PUEC.

(3) External reviewers' evaluation letters, if applicable.

(4) Student evaluation letters, if applicable.

(5) PUEC recommendation letter and report of the vote of the eligible members of the Department of Mathematics on the candidate's personnel action.

Note that the materials listed above are in addition to those provided by the candidate. Materials that the candidate is required to provide in his or her dossier are listed in the campus policy. The committee will review and evaluate each candidate's dossier according to the department, college, and university policies consistent with the guidelines provided in Regent Policy 5.D and CU Administrative Policy 1022; and will provide a summary of its evaluation and recommended action to the Department of Mathematics. Additional procedural matters are described below (see 2.3).

The PUEC will provide the external reviewers with relevant portions of this document. External reviewers will be asked to address both the general criteria for standards and quality, as well as the explicit criteria for reappointment, promotion, and tenure. These are described below (see 3 and 4).

2.2.3 Chair of PUEC

The PUEC will elect a chair from among its members in the spring semester. It is the responsibility of the chair of the PUEC to ensure that the candidate's dossier is reviewed and forwarded to the dean's office in a timely fashion. The PUEC chair is also responsible for providing the candidate with a copy of the committee's recommendation letter. However, there must be no identification of the external reviewers in this or any other communication

with the candidate. A copy of the recommendation letter is forwarded to the Dean's Review Committee as part of the candidate's dossier.

2.3 Voting in PUEC

Votes of the PUEC are held for cases involving reappointment, awarding of tenure and promotion to Associate Professor, promotion to Professor, and post-tenure review. Since all faculty members who are eligible to vote on these personnel actions, except for those who recuse themselves, serve on the PUEC, any relevant vote in the PUEC is considered a vote of the department faculty.

A PUEC member shall not be part of any discussions or deliberations, and shall not vote, in the case of his or her own personnel action. A PUEC member must have the rank of Professor in order to vote on the promotion to Professor. PUEC members serving in the Dean's or Vice Chancellor's Review Committees shall not deliberate or vote on a particular personnel action at the department level if they opt to vote on the case in one of the other review committees. A PUEC member undergoing post-tenure review shall not participate, and shall not vote, in the post-tenure review for another PUEC member in the same academic year.

The PUEC will be convened to vote on each of the personnel actions mentioned above. The vote will be recorded, and the record must specify the number of faculty members eligible to vote for each personnel action as well as the actual vote. Split votes must be addressed by including an explanation of the reasons for the minority votes.

The PUEC will report its votes and recommendations (including any explanations of the minority vote) in its recommendation letter. A copy of the PUEC recommendation letter will be forwarded to the Dean's Review Committee as part of the candidate's dossier. The chair of the PUEC will promptly notify the candidate of the committee's recommendation including the vote, and provide the candidate with a copy of the PUEC recommendation letter.

3 Standards of Quality for Scholarly/Creative Work, Teaching, and Leadership and Service

3.1 Introduction

The purpose of this section is to clarify, to the greatest extent possible, the factors that will enter into the decision-making process of the Department of Mathematics when it considers a faculty member for reappointment, tenure, or promotion. It is incumbent upon all faculty members to become familiar with the contents of this document, as well as the guidelines governing reappointment, promotion, and tenure matters found in Regent Laws Article 5 and CU Administrative Policy Statement 1022.

3.2 General Criteria

Department recommendations for any personnel action for a tenure-track faculty member will be primarily based on the candidate's record in each of the following endeavors: teaching, scholarly/creative work, and leadership and service. Instructors are not normally expected to have scholarly/creative work responsibilities. Therefore, personnel action decisions for an instructor will be primarily based on the candidate's contribution in the areas of teaching, and leadership and service.

When these criteria are applied to faculty who were granted time toward tenure, the work performed during the years granted toward tenure shall be considered equivalent to work performed at UCCS. While a faculty member's career record will be considered in personnel actions described here, the main emphasis of evaluation will be on work performed at UCCS, including progress since the last review.

3.3 Scholarly/Creative Work

The Department of Mathematics considers peer-reviewed, published professional work to be the most important contribution in the area of scholarly/creative work. Other contributions to scholarly/creative work include the following: obtaining external research funding or other forms of research support; publishing research monographs, survey articles, and non-refereed research articles; supervision of theses; giving talks at conferences; and participating in professional meetings, workshops, and research seminars.

In order to qualify for tenure or promotion, a candidate must consistently publish refereed articles. Usually refereed publications are preferred to non-refereed publications, and original research articles are preferred to survey articles. Research monographs may represent substantial contributions in any or all of the categories of scholarly/creative work, teaching, or leadership and service, depending on the nature of the work. Contributed and invited talks at conferences on mathematics and related fields are recognized scholarly/creative work endeavors.

Several experts in the candidate's specific research area will be asked to write confidential letters assessing the quality and direction of the candidate's scholarly/creative work at the time of promotion and/or tenure review. It is helpful for the candidate to communicate regularly with leading researchers in his or her field.

A faculty member's scholarly/creative work record is considered "excellent" when he or she has steadily maintained a productive research agenda, including high quality refereed publications. Other indicators of excellence include external grants funded, major invited talks given, or research awards or recognition received. Performance in scholarly/creative work is considered "meritorious" when the faculty member has a substantial refereed publication record, and she or he continues to engage in other scholarly activities, such as giving conference talks or submitting externally funded research proposals.

3.4 Teaching

The Department of Mathematics considers the quality and effectiveness of teaching to be the most important factor in the category of teaching. Significant aspects of the teaching

effort include: developing or updating courses; use of technology and other innovative efforts to improve the quality of mathematics instruction; willingness to teach new, different, or various courses in order to improve the overall offerings of the department; and publishing of quality materials or textbooks related to teaching in mathematics.

For all departmental reviews, the candidate's teaching shall be evaluated by multiple means, which will include FCQs and two other means of evaluation. More details are provided in the Attachments (see 6).

The importance of teaching at this university lies not only in individual efforts in the classroom, but also in group efforts in discussing methods and problems, designing curricula, etc. (Issues related to teaching and curricula are discussed in periodically held meetings of the Department of Mathematics.)

A faculty member's performance of teaching is considered "excellent" when he or she has made strong contributions to the teaching program of the department; demonstrated continued strong commitment to teaching and learning; and his or her teaching has made an extremely strong positive impact on student learning. Teaching performance is considered "meritorious" when the faculty member has made significant contributions to the teaching program of the department; he or she has shown strong commitment to teaching and learning; and his or her teaching has shown substantial evidence of positive impact on student learning.

3.5 Leadership and Service

A majority of the leadership and service activities of the faculty fall into the following categories:

- (1) serving as chair of the department, or in another campus administrative role;
- (2) serving on department, college, campus, and university committees;
- (3) actively participating in department meetings;
- (4) curricular development;
- (5) refereeing and reviewing for mathematical journals or funding agencies;
- (6) serving in mathematical professional organizations;
- (7) organizing conferences in mathematics or related fields;
- (8) community activities consistent with professional standing.

A faculty member's leadership and service record is considered "excellent" when she or he has made important contributions to the department, college, university, mathematics community, or community at large in a professional role; and there exists indication of leadership or positive impact of service. A "meritorious" leadership and service record consists of solid contributions to the department, college, university, or the mathematics community.

When reviewing a candidate's leadership and service record for promotion to Senior Instructor, it must be appropriately taken into account that an instructor's normal workload allocation consists only of 5% leadership and service.

4 Criteria and Procedures for Faculty Reviews

This section describes the processes and specific criteria adopted by the Department of Mathematics for each personnel action. Note that the first five subsections of 4 apply only

to tenure-track faculty, while the last subsection (4.6) applies only to instructors.

4.1 Initial Reappointment Review

The candidate's total record, including teaching, scholarly/creative work, and leadership and service, shall be evaluated as "on track for tenure", "not yet on track for tenure, but could meet standards for tenure with appropriate corrections", or "not on track for tenure". No specific rating in each area is required, but the record must show sufficient potential for future success to justify reappointment. The candidate is expected to demonstrate a well-designed scholarly/creative work plan, the potential for continued development in scholarly/creative work, and progress toward scholarly publication. At this stage, the candidate is expected to be involved in departmental meetings and activities. External review letters are not required for the initial reappointment review.

Specifically, to be considered for reappointment, the candidate's record must

(1) be judged as at least "not yet on track for tenure, but could meet standards for tenure with appropriate corrections" in scholarly/creative work, teaching, and leadership and service taken together;

(2) exhibit strong potential for growth and accomplishment in each of teaching, scholarly/creative work, and leadership and service;

(3) provide clear evidence of scholarly development since the candidate's initial appointment.

Specific criteria in the areas of teaching, scholarly/creative work, and leadership and service to be considered in evaluating the candidate's qualifications for reappointment, are listed in Attachment II (see 6.2).

4.2 Comprehensive Reappointment Review

The candidate's record in teaching, scholarly/creative work, and leadership and service will each be evaluated separately as "not on track for tenure", "not yet on track for tenure, but could meet standards for tenure with appropriate corrections", or "on track for tenure". The candidate must demonstrate sufficient progress toward tenure to justify reappointment. External review letters are not required for the comprehensive reappointment review.

To be considered for reappointment after the comprehensive reappointment review, the candidate's record must

(1) be judged as at least "not yet on track for tenure, but could meet standards for tenure with appropriate corrections" in each of teaching, scholarly/creative work, and leadership and service, and "on track for tenure" in either teaching or scholarly/creative work;

(2) indicate significant and continued growth and accomplishment in teaching, scholarly/creative work, and leadership and service since the candidate's initial reappointment review;

(3) demonstrate excellent promise in scholarship and strong potential to be granted tenure.

Specific criteria in the areas of teaching, scholarly/creative work, and leadership and service to be considered in evaluating the candidate's qualifications during a comprehensive reappointment review are listed in Attachment II (see 6.2).

4.3 Awarding of Tenure and Promotion to Associate Professor

The review for promotion to Associate Professor should normally take place in conjunction with the tenure review. Only in exceptional circumstances is a faculty member hired at a rank above Assistant Professor, but without tenure. If new or revised primary unit criteria have been adopted during a faculty member's tenure probationary period, the faculty member may choose to be evaluated for tenure based on the new criteria or the criteria in place at the time of appointment.

The candidate's record in teaching, scholarly/creative work, and leadership and service will each be evaluated separately as "not meritorious", "meritorious", or "excellent". The candidate must be rated as at least "meritorious" in all three areas and must receive a rating of "excellent" in either teaching or scholarly/creative work. To be rated "excellent" in scholarly/creative work, the candidate must demonstrate that her or his work has made an impact beyond the UCCS community. To be rated "excellent" in teaching, the candidate must demonstrate that her or his performance has contributed to the practice or scholarship of teaching beyond her or his assigned courses.

The PUEC must obtain an evaluation of the candidate's scholarly/creative work from at least four external referees. For that purpose, the PUEC will request evaluations from at least seven external referees. The faculty member under review will be asked to submit the names of six to eight individuals to serve among these external referees. Normally the external referees selected by the PUEC will include at least four of those suggested by the faculty member under review.

To be considered for tenure, the candidate's record must

- (1) be judged as "meritorious" in each of teaching, scholarly/creative work, and leadership and service, and "excellent" in teaching or scholarly/creative work;
- (2) indicate significant and continued growth, development, and accomplishment in teaching, scholarly/creative work, and leadership and service since the candidate's comprehensive reappointment review;
- (3) demonstrate excellent promise and, in particular, the likelihood of promotion to Professor in due course, if granted tenure.

Specific criteria in the areas of teaching, scholarly/creative work, and leadership and service to be considered in evaluating the candidate's qualifications for tenure are listed in Attachment II (see 6.2).

4.4 Promotion to Professor

The candidate's record in teaching, scholarly/creative work, and leadership and service will be evaluated as a whole as "not meritorious", "meritorious", or "excellent". Promotion requires a record that, taken as a whole, is judged to be "excellent"; a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances require a stronger emphasis or singular focus on one or the other; and a record, since attaining the rank of Associate Professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, research and scholarly activities, and leadership and service.

Substantial, significant and continued growth, development, and accomplishment as a

teacher since attaining the rank of Associate Professor must be demonstrated through such activities as development of new and revised curricula, new pedagogical techniques, participation in professional development, work with students outside the classroom, and other teaching activities, such as those in Attachment I (see 6.1).

Substantial, significant and continued growth, development, and accomplishment in scholarly/creative work since attaining the rank of Associate Professor must be demonstrated through refereed publications, research grants, and other scholarly/creative work, such as those listed in Attachment I (see 6.1). Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity is less.

The PUEC must obtain an evaluation of the candidate's scholarly/creative work from at least four external referees. For that purpose, the PUEC will request evaluations from at least seven external referees. The faculty member under review will be asked to submit the names of six to eight individuals to serve among these external referees. Normally the external referees selected by the PUEC will include at least four of those suggested by the faculty member under review.

To be considered for promotion to Professor, the candidate's record must

(1) be judged to be "excellent" in scholarly/creative work, teaching, and leadership and service, taken as a whole;

(2) demonstrate that the candidate has established a distinguished reputation as an expert or scholar in her or his discipline;

(3) indicate substantial, significant, and continued growth, development, and accomplishment in teaching, scholarly/creative work, and leadership and service since attaining the rank of Associate Professor.

Specific criteria in the areas of teaching, scholarly/creative work, and leadership and service to be considered in evaluating the candidate's qualifications for promotion, are listed in Attachment I (see 6.1).

4.5 Post-Tenure Review

A faculty member undergoes post-tenure review (PTR) every five years after receiving tenure, except when interrupted by a promotion review, or pursuant to a Performance Improvement Agreement. Promotion serves to re-start the PTR clock. Faculty who have achieved an annual performance rating of "meeting expectations" or higher since either receiving tenure or the last PTR, will undergo a Regular Five-Year Review.

The PUEC will perform the PTR evaluation as mandated by Regent Policy 5.C.2(H), CU Administrative Policy Statement 1022, and in accordance with Campus Policy 200-016. In a Regular Five-Year Review, the PUEC will examine the five previous annual performance evaluation reports, teaching evaluations, the curriculum vitae, the faculty member's professional plan(s) from that PTR cycle, an updated professional plan for the next five-year cycle, and sabbatical report (if applicable). The PUEC shall provide an evaluation of the faculty member's performance as "outstanding", "exceeding expectations", "meeting expectations", or "below expectations", in each of the areas of teaching, scholarly/creative work, and leadership and service. External review letters are not required for post-tenure review.

To be granted a rating of "meeting expectations" during a post-tenure review, the candidate is expected to have

- (1) achieved a rating of “meeting expectations” or higher on each of the annual merit reviews during the relevant time period;
- (2) accomplished goals that are consistent with his or her current professional plan;
- (3) submitted an acceptable professional plan, which would likely lead to ratings of “meeting expectations” or higher in future reviews.

If a faculty member fails to meet the standard above, the committee may still grant a rating of “meeting expectations” if an examination of the total record of the faculty member during the review period reveals strengths in some periods or activities that compensate for the deficiency. Ratings of “exceeding expectations” or “outstanding” may be awarded for exceeding the standard for “meeting expectations”.

Faculty members who receive an annual performance rating of “below expectations” at any time during the five-year PTR cycle or an evaluation of “below expectations” in any of the areas of teaching, scholarly/creative work, and leadership and service in the PTR, are required to plan and implement a written Performance Improvement Agreement (PIA) to remedy their problems, in consultation with the department chair. If the goals of the PIA have been met, as evidenced in the next annual merit evaluation after the term of the PIA, the faculty member continues in the current review cycle for PTR. A faculty member who has either received two “below expectations” annual performance ratings, or whose PIA did not result in an evaluation of “meeting expectations” or better during the five-year PTR cycle, must undergo an Extensive Review by the PUEC, instead of the regular PTR. Details of the PIA and Extensive Review are explained in the CU Administrative Policy Statement 5008.

4.6 Promotion to Senior Instructor

An Instructor is eligible to apply for promotion to Senior Instructor in the fifth year of service as an Instructor, if he or she achieved a rating of “exceeding expectations” or higher in four of the previous five years’ annual merit reviews.

The candidate provides an official request to the department chair, who then initiates the process. The candidate submits a dossier and a list of four individuals, to provide evaluations of the candidate’s teaching, to the chair. The chair requests evaluations from at least four individuals, including at least two from the list provided by the candidate. The chair must obtain an evaluation of the candidate’s teaching from at least two individuals.

Based on the evidence provided by the candidate, the teaching evaluation letters, and the criteria listed below, the chair provides a recommendation to the dean, along with the candidate’s dossier. The dean will make the final decision regarding promotion and will inform the candidate and the department chair.

- To be considered for promotion to Senior Instructor, the candidate’s record must
- (1) taken as a whole, be judged as “meritorious”, and “excellent” in teaching;
 - (2) demonstrate substantial and significant teaching accomplishment at the undergraduate level;
 - (3) indicate the potential for continued excellence and innovations in teaching, and “meritorious” performance in leadership and service, consistent with the individual’s professional capacity.

Specific criteria in the areas of teaching, and leadership and service, to be considered in evaluating the candidate's qualifications for promotion to Senior Instructor are listed in Attachment III (see 6.3).

5 Faculty Rights and Privileges

A candidate for reappointment, tenure, promotion, or post-tenure review is entitled to specific rights and privileges in the review process. These are described in Regent Laws Article 5.D and Regent Policy 5.G.

6 Attachments

6.1 ATTACHMENT I Specific Criteria for Promotion from Associate Professor to Professor

6.1.1 Teaching

- (1) Effectiveness as a teacher in the classroom at both the undergraduate and graduate levels. This includes adopting efficient teaching styles appropriate to each classroom environment, motivating the students, and reacting with sensitivity to the students' responses.
- (2) Continued awareness of current developments in the candidate's field, and applying these to teaching through timely development of new courses and modernization of existing courses.
- (3) Active interest in student affairs and welfare, as well as effectiveness in advising, guiding, and counseling students, both at the undergraduate and the graduate levels.
- (4) Publications related to teaching, including textbooks, new teaching methods, and aids.
- (5) Initiative and effort in grant-writing for teaching innovation and curricular development.
- (6) Outreach activities and presentations related to teaching.
- (7) Mentoring junior faculty members on their teaching.
- (8) External recognition (e.g., teaching awards, invited presentations on teaching practices).

6.1.2 Scholarly/Creative Work

- (1) Quality and quantity of the candidate's scholarly/creative work contributions, as evidenced by a record of high-caliber, peer-reviewed publications.
- (2) Evaluation by recognized authorities outside the university of the candidate's national or international ranking in scholarly accomplishment.
- (3) Candidate's record in attracting undergraduate and graduate students, stimulating their research efforts, and promoting and directing significant thesis research.
- (4) Ability to initiate, develop, and direct significant research projects.
- (5) Initiative and success in attracting research funding.

6.1.3 Leadership and Service

- (1) Participation and leadership in important faculty assignments and committees within the department, college, or university.

- (2) Membership in significant professional and scientific committees, councils, boards, and review panels.
- (3) Development of programs or facilities within the department or college that contribute to scholarly/creative work or teaching activities.
- (4) Outside industrial, governmental, or K-12 activity that contributes to the candidate's effectiveness as a faculty member.

It is not expected that an individual would rate highly on every point in each of these categories, given the spectrum of differences in individual abilities, attitudes, and preferences. However, the quality of the candidate's performance in regard to the listed items should be substantial.

6.2 ATTACHMENT II Specific Criteria for Initial and Comprehensive Reappointment, and Tenure and Promotion to Associate Professor

6.2.1 Teaching

- (1) Thorough knowledge of the subject matter of the courses taught by the candidate.
- (2) Keeping courses up-to-date by incorporating new materials or by introducing new methods, approaches, or technology.
- (3) Demonstrated ability to develop new courses or to make substantial revisions in old ones.
- (4) Accessibility and willingness to spend adequate time with students outside the classroom.
- (5) Teaching effectiveness, as judged by students and peers.
- (6) Effectiveness in advising and counseling of both undergraduate and graduate students.
- (7) Development and sharing of new teaching methods and aids.
- (8) Outreach activities and presentations related to teaching.
- (9) External recognition (e.g., teaching awards, invited presentations on teaching practices).

6.2.2 Scholarly/Creative Work

- (1) Quality of scholarly/creative work.
- (2) Selection of research problems that are recognized as significant by experts in the candidate's field.
- (3) Publication of significant papers in the candidate's research area.
- (4) Record of the candidate's scholarly/creative work in previous positions (e.g., postdoctoral) at other universities, if applicable.
- (5) Candidate's scholarly reputation at other universities or in industry.
- (6) Ability to develop new areas of research and show competence in them.
- (7) Candidate's record in seeking and attracting external funding.
- (8) In cases of group or collaborative research, candidate's contribution toward the initiation and development of research projects.
- (9) Candidate's record in attracting graduate students and directing their research work.

6.2.3 Leadership and Service

- (1) Willingness to cooperate with department colleagues in teaching, scholarly/creative work, curricular development, and other academic activities.
- (2) Active participation in department, college, or university activities intended to improve the quality of the university's programs.
- (3) Participation in professional and outside activities intended to promote the development of the candidate's area of specialization.

It is not expected that an individual would rate highly on every point in each of these categories, given the spectrum of differences in individual abilities, attitudes, and preferences. However, the overall quality of the candidate's performance in regard to the listed items should be substantial.

6.3 ATTACHMENT III Specific Criteria for Promotion from Instructor to Senior Instructor

6.3.1 Teaching

- (1) Effectiveness as a teacher in the classroom, at the undergraduate level. This includes adopting efficient teaching styles appropriate to each classroom environment, motivating the students, and reacting with sensitivity to the students' responses.
- (2) Keeping courses up-to-date by incorporating new materials or by introducing new methods, approaches, or technology.
- (3) Demonstrated ability to develop new undergraduate courses and revise existing courses.
- (4) Accessibility and willingness to spend adequate time to help students outside the classroom.
- (5) Teaching effectiveness, as judged by students and peers.
- (6) Publications related to teaching, including textbooks, new teaching methods, and aids.
- (7) Active interest in student affairs and welfare, and effectiveness as a student advisor at the undergraduate level.

6.3.2 Leadership and Service

- (1) Active participation with department colleagues in curricular development and other pedagogical activities.
- (2) Development of facilities within the department or college that contribute to teaching activities.
- (3) Participation in professional training and career development activities, both inside and outside of the university.
- (4) Outside (e.g., K-12) activity that contributes to the candidate's effectiveness as a faculty member.

It is not expected that an individual would rate highly on every point in each of these categories, given the spectrum of differences in individual abilities, attitudes, and preferences. However, the overall quality of the candidate's performance in regard to the listed items should be substantial.

**College of Letters, Arts, and Sciences
Department of Mathematics RPT Criteria
Version History**

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