

## UNIT STANDARDS FOR PROMOTION AND TENURE

Mathematics Department  
approved 5 November 2001

**Mission:** The mission of the mathematics department is to equip its students with the mathematical skills and understanding that will help them attain success in careers in mathematics and mathematics education, or succeed in mathematics graduate studies. Students learn theoretical knowledge and develop skills in conjunction with technology and mathematical application.

Graduates of Western with one of the mathematical related degrees will have a broad mathematical background so they will:

- be mathematical problem solvers;
- be able to communicate mathematically;
- be able to reason mathematically;
- value mathematics as both an applied and theoretical science; and
- be able to use appropriate forms of technology to explore new mathematical concepts and solve problems.

In addition, graduates in Mathematics Education will receive the necessary training so that as mathematics educators, they will be able to:

- understand and teach the topics of the mathematics courses in elementary and secondary schools;
- organize a mathematics curriculum in the elementary and secondary schools; and
- identify and use appropriate resource materials for teaching mathematics.

### **Terminal Degree Requirement:**

An earned doctorate from an accredited institution in mathematics, ~~or~~ mathematical sciences, or related areas is the appropriate terminal degree; for a member specializing in mathematics education the terminal degree is an earned doctorate from an accredited institution in mathematics education or in education with a minor in mathematics and an M.S. or M.A. in mathematics. The minimum qualifications for appointment to the rank of instructor and for a part-time appointment is that of a Master's degree in mathematics.

### **Minimum Requirements:**

Anyone filling a full time position in the mathematics department is expected to fulfill the minimum requirements of Academic Responsibility as stated in the Collective Bargaining Agreement Section 3.600.

### **Unit Standards:**

Subheadings under each of the three headings list possible areas of achievement. The Program in Mathematics reserves the right to add to the lists of subheadings with the approval of the Unit Standards Committee. Achievement in any subheading is equivalent to one (1) point. Multiple points may be earned for each subheading. All points earned must be after the successful completion of the appropriate terminal degree.

Promotion to Associate Professor requires a minimum of four (4) points, at least one in each of the three headings.

Promotion to Professor requires a minimum of four (4) points, at least one in each heading, that have been acquired since promotion to Associate Professor.

Tenure requires the completion of six (6) points, at least two (2) from teaching and at least one (1) from each of the other headings, since the completion of the terminal degree.

### **1. Teaching:**

- Excellent teaching. Documentation may include copies of course evaluations by students; peer evaluations; administrator evaluations, student letters.
- Successful development of new course(s) or program(s) of study. Documentation may include description of efforts; evaluation of efforts by other faculty and administrators; student critiques of new courses or programs.
- Successful direction of student theses. Documentation may include a description of the faculty efforts that went into the student theses; copies of the student theses; peer or administrator critiques of thesis direction.
- Presentation at workshops on teaching. Documentation may include copies of presentation materials; critiques of presentations by workshop attendees.

### **2. Scholarship:**

- Publication of research in a peer-reviewed mathematics, mathematical sciences or mathematics education professional journal. Documentation may include copies of papers; explanation of the rigor of peer review involved; peer evaluation of the significance of the publication.
- Presentation of research at regional, national or international mathematics, mathematical sciences or mathematics education conference. Documentation may include copies of presentation materials; critique of presentation by other meeting attendees; peer support of significance of presentation.
- Success at obtaining extramural funding to support scholarly activities or significant well-written attempts. Documentation may include copies of grant proposals; grant award letters; reviewer critiques
- Writing or editing textbooks, software, or other instructional material. Documentation may include copies of authored or edited works; professional critiques of work

### **3. Professional Service:**

- Serving as a referee for a peer-reviewed mathematics, mathematics education or mathematical sciences journal. Documentation may include appreciation letters from editors; samples of journals refereed

- Organizing professional conferences. Documentation may include conference programs; description of role in organizing conference; critiques of the conference; support letters from others involved in organizing conference.
- Holding office in-campus committees or high levels of committee involvement. Documentation may include description of work performed; peer critique of committee work; administrator critique of committee work.
- Other non-committee campus based activities (e.g., holding office in the faculty association or high levels of faculty association involvement, serving as department chair). Documentation may include description of work; peer critique of work; administrator critique of work
- Success at obtaining extramural funding for service activities or significantly well-written attempts. Documentation may include copies of grant proposals; grant award letters; reviewer critiques
- Successful academic advising. Documentation may include evaluations of advising by students; peer evaluations of advising; administrator evaluations of advising; success rates of advisees.
- Successful recruitment of students into Western's academic programs. Documentation may include records of contacts with potential students, guidance counselors, other school officials; evidence of participation in campus recruiting activities such as hosting student visits, calling potential students, giving presentations to potential students; letters of support from peers, admissions or administrators; list of students that were recruited in part due to your efforts.
- Significant participation in academic assessment activities. Documentation may include description of activity; peer and administrator critiques of activity
- Significant participation in student retention activities such as mentoring, participation in workshops designed to increase student success, etc. Documentation may include description of activity; peer and administrator critiques of activity
- Professional service performed off campus (e.g., presentations to non-mathematicians, holding committee assignments of offices in mathematics professional societies, UM-system committee work, paid or volunteer mathematical consulting, volunteering for mathematics related community activities). Documentation may include description of service; peer or administrator critique of service.

All "points" must represent significant, well-documented accomplishments and the totality of the accomplishments must demonstrate continuing professional growth and valuable contribution to the institution.