

PROCEDURES AND STANDARDS FOR TENURE

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

I. DEFINITIONS

- A. "Committee" means the Tenure Committee of the Department of Mathematics and Computer Science, consisting of all tenured members of the Department who are on Faculty contract and who have voting rights as defined in the Faculty Handbook. At the beginning of each academic year, the Committee will elect its chair from among its members.
- B. "Department" means the Department of Mathematics and Computer Science.
- C. "Candidate" means a full-time, nontenured member of the Department on active or on-leave status.

II. PROCEDURES

- A. The Committee will meet in the spring semester to discuss the progress of each Candidate.
- B. The Committee will indicate the areas in which the Candidate is doing well and the areas in which the Candidate needs improvement.
- C. The Committee will make a statement as to whether the Candidate should be permitted to continue in the appointment and, if so, whether the Candidate is progressing satisfactorily toward tenure.
- D. The chair of the Committee will then meet with the Candidate to discuss the Committee's report. If the Candidate so requests, the Committee will meet with the Candidate to discuss the Committee's report.
- E. At the time the tenure decision is to be made, the Committee's recommendation for tenure will be determined by secret ballot with at least a two-thirds favorable vote of the entire Committee needed for recommendation.

III. STANDARDS

- A. The Candidate will give evidence of excellence in teaching. In addition, the Committee will use classroom visits to evaluate the Candidate's teaching.
- B. The Candidate will give evidence of continuing scholarship that entails work related to and of value in the Candidate's pedagogical duties. The Department recognizes many valid forms of scholarship that may contribute to the Candidate's overall record of scholarship. The Department of Mathematics and Computer Science's Statement on Scholarship expresses the Department's views on the value of scholarly activity in gauging the Candidate's overall contribution to the Department and the University. Refereed publication in reputable venues of original research in some area of the mathematical sciences or computer science is expected as part of the Candidate's program of scholarship.
- C. The Candidate will give evidence of service that demonstrates a strong commitment to the University. In evaluating this service, the Committee will take into account the Candidate's service to the Department, membership on Department, University, or Faculty committees, and other activities as outlined in the Faculty Handbook.
- D. The Committee will place primary emphasis on the Candidate's teaching and scholarship in determining its recommendation for tenure.

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Statement on Scholarship Department of Mathematics and Computer Science

The Department of Mathematics and Computer Science recognizes the importance of scholarship, *i.e.*, the attainment of knowledge in the mathematical and computer science fields, as an integral aspect in the professional development of Faculty members as stated in the Faculty Handbook (Part Three "Rights and Responsibilities of the Faculty," Sec. I, Part D., p. 10):

D. Professional Development

A Faculty member should strive to grow in teaching and other professional competencies by sound scholarship and appropriate additional activities such as research, publication of articles or books, consulting and similar services, conducting workshops, and participating in professional society activities, whether these are undertaken as an explicit part of, or as merely implied by, the Faculty contract. The Faculty member should stay abreast of scholarly literature and maintain membership in at least one professional society in the member's field.

Accordingly, the Department encourages all Faculty members to continue to grow through scholarly activities that reflect their interests and the needs of the Department.

The Department believes that the scholarly work of any individual Faculty member depends on his or her strengths, interests, and disposition and so may take a wide variety of forms. It is not expected that he or she would be active in all forms of scholarship; the ultimate measure of validity for scholarly activity is its potential to have a positive effect on the Faculty member, the Department, and the University.

For clarity's sake, the Department categorizes scholarly activity into four broad, often overlapping, categories: original research, teaching-oriented research, continued scholarly development and scholarly service. These categories are described below, and some examples are given. These examples are neither exhaustive nor exclusive, merely illustrative. Furthermore, a particular scholarly activity may fall into more than one of these categories.

1. Original Research

A hallmark of scholarship is the development of new ideas and results by rigorous original research and presentation of those results to the public through peer-respected venues. Original research is broadly thought of here as including not only new results created or discovered by and original to the researcher but also new perspectives on previously known results or new approaches to older fields of study as well as new connections created between ostensibly unrelated disciplines.

Some examples of this form of scholarship are

- publication of peer-reviewed original results in a reputable venue
- presentation of research at a professional meeting
- publication of a book or monograph through a reputable publisher

2. Teaching-oriented Research

The Department recognizes that not all research is motivated by the goal of creating or discovering new or original results. In particular, research that enhances a Faculty member's depth or breadth of knowledge of areas within the mathematical sciences and computer science is an important element of scholarly activity and an essential component of effective and meaningful teaching. The Department places singular importance on research conducted specifically for the enhancement of various aspects of curriculum and for the improvement of the quality of classroom teaching.

Some examples of this form of scholarship are

- research associated with enhancing the curricular offerings of the Department
- mentoring undergraduates in research activities
- writing textbooks, software, or other materials for specific courses

3. Continued Scholarly Development

The fields of mathematics, statistics, and computer science are in a constant state of flux. New knowledge and ideas as well as the revival and reworking of older ideas are continually coming to the fore of these disciplines. For this reason the Department recognizes continued scholarly development as a fundamental aspect of scholarship. This refers to staying active and abreast within the current state of affairs of the Faculty member's area of expertise as well as branching out deeply and rigorously to another discipline within the fields of mathematics, statistics, or computer science.

Some examples of this form of scholarship are

- attending and participating in workshops, professional meetings and courses
- serving a professional internship
- other research that adds to one's expertise


4. Scholarly Service

The Department also recognizes that one of the highest achievements for scholarship is its use in service to others, which refers to activities meant to enhance and advance the endeavors of individuals within the given Faculty member's field, particularly regarding the needs of the Department, and to activities utilizing the Faculty member's specific scholarly knowledge to enhance and advance the endeavors of others outside of his or her field of interest.

Some examples of this form of scholarship are

- serving as a referee for a scholarly journal or conference
- conducting or presenting at workshops, seminars and other professional meetings
- consulting with other faculty and professional colleagues

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