

# **Standards for Evaluation, Promotion, and Tenure**

## **Department of Mathematics**

As approved on February 15, 2022

### **Introduction**

This document incorporates all of the rules and procedures detailed in the tenure and promotion policies for the College of Letters and Sciences, whether or not they are specifically cited or directly quoted below. However, it also contains policies that may be unique to the Department of Mathematics, including criteria that may exceed the minimum standards described in the college-wide document.

#### **Pre-Tenure Review**

The department utilizes the Pre-Tenure Review Policy published by Columbus State University (see CSU's Faculty Handbook). All tenure-track faculty will undergo a pre-tenure review no later than the end of the spring term of the third year of employment at CSU (or second for those with probationary credit). The pre-tenure review process is not only to ensure that faculty members are maintaining academic qualifications and continuously improving, but also to provide guidance to faculty members leading up to the promotion and/or tenure application(s). The faculty under pre-tenure review should follow the guidelines for submitting dossier in the tenure and promotion policies for the College of Letters and Sciences.

#### **3<sup>rd</sup> Year Review for Lecturers**

All lecturers will undergo a review no later than the end of the spring term of the third year of employment at CSU. The review process is not only to ensure that lecturers are identifying their strengths and weaknesses in teaching but also to provide guidance to the lecturers for successful application for promotion to Senior Lecturers. The 3<sup>rd</sup> Year Review for Lecturers should include a 4-year Professional Development Plan designed to lead to the individual's successful application for promotion to Senior Lecturer. The review process should follow the same procedure for the university pre-tenure review process (see CSU's Faculty Handbook). The lecturers under review should follow the guidelines for submitting dossiers in the tenure and promotion policies for the College of Letters and Sciences.

### **Promotion and Tenure Procedures**

The tenure and promotion policies for the College of Letters and Sciences detail approved university policies and procedures for applying for tenure and promotion to the

rank of Senior Lecturer, Associate Professor, and Professor. Faculty members should familiarize themselves with the details. In the event that changes to the policies for the university and the College of Letters and Sciences prove inconsistent with department policies and procedures, the policies for the university and the College of Letters and Sciences will prevail.

### **Requirements for Promotion and Tenure**

In the evaluation of faculty for promotion and tenure, four categories of activity will be considered:

- Teaching effectiveness
- Research, and scholarly or creative engagement
- Service to the institution, profession, and community
- Involvement in student success activities

It is expected that teaching activities will hold the priority of all department faculty. To receive the department's recommendation for promotion and/or tenure, a candidate for associate or full professor must exhibit satisfactory performance in all four areas and must have

- Demonstrated evidence of excellence and evidence of a commitment to the pursuit of excellence in two of four areas (one must be teaching) while holding her/his rank.
- Demonstrated evidence of peer-reviewed publication(s) in national or international peer-reviewed journals or peer-reviewed proceedings or published book(s) by a respected academic or university press while holding her/his rank at Columbus State University.

Senior Lecturer – to receive the department's recommendation for promotion to Senior Lecturer, a candidate must exhibit evidence of excellent teaching ability

The following general guidelines for evaluation of research, and scholarly or creative engagement shall apply to promotion to Associate Professor and Professor:

Associate Professor – Demonstrated evidence of peer-reviewed publication(s) in national or international peer-reviewed journals or peer-reviewed proceedings or published book(s) by a respected academic or university press while holding her/his rank at Columbus State University. Although not a sufficient condition for promotion, success in securing external research funding will also be considered as positive evidence of professional growth and development.

Professor – As the highest academic rank, the title of Professor implies recognition by peers as an outstanding teacher, and an accomplished, productive scholar, both within and outside the university since attaining the rank of Associate Professor. In general, the candidate must demonstrate a sustained record of achievements and activities in the area of research, and scholarly or creative engagement as defined by the department's Standards of Excellence

within the last five years while holding her/his Associate Professor rank at Columbus State University. To be more specific, it is expected that the sustained record demonstrates

- at least two publications in peer-reviewed journals;
- or at least one publication in a peer-reviewed journal and one external grant as a P.I. (principal investigator) or Co-P.I. (co-principal investigator);
- or at least one publication in a peer-reviewed journal and the publication of one peer-reviewed book with original material by a reputable publisher.

### **Post-Tenure Review**

The department utilizes the Post-Tenure Review Policy published by Columbus State University (see CSU's Faculty Handbook & COLS Policy and Procedures).

### **Requirements for Promotion for Full-time, non-tenure-track faculty**

Teaching activities are the primary duties of lecturers in the department. Their teaching performance will be evaluated on the same departmental standards as tenure-track faculty. Lecturers are not eligible for the award of tenure. Lecturers who have served for a period of at least six (6) years at Columbus State University may be considered for promotion to senior lecturer. To receive the department's recommendation for promotion to senior lecturer, a lecturer must have demonstrated exceptional teaching performance and extraordinary value to the university.

### **Annual Evaluations**

Annual evaluations will be utilized to monitor the faculty member's progress toward tenure and promotion. The results of the evaluation will be reflected in recommendations by the evaluator for merit pay increases. Only faculty receiving ratings of satisfactory performance and excellent performance will be considered for a merit pay increase. The Annual Performance Review may be appealed. A faculty member dissatisfied with the evaluation should appeal his or her Annual Performance Review to the Dean. This appeal, accompanied by rationale and documentation of the exact nature of the complaint must be made in writing and must be made within ten working days of the completion of the departmental review process.

### **Criteria for Evaluating Teaching**

Recent student evaluations are a required source of input for the assessment of teaching, but these will not serve as the sole basis for the evaluation; a predefined score will not be used to evaluate teaching. Student evaluations should be accompanied with evidence that the faculty member maintains rigorous academic standards and that substantial student learning has been achieved. Faculty should use the standardized evaluation process adopted by the university and approved by the Faculty Senate. Faculty are welcome to create additional assessments.

Faculty members must submit a teaching portfolio that includes at least the following.

- Grade distributions (provided to the chair by Academic Affairs)

- Course syllabi
- Number of courses taught; the number of preparations
- Sample exams or graded exams and projects
- Student evaluations for all courses taught (courses with response rates less than 30% of the enrollments of the courses after the drop/add date and courses with fewer than six students may be excluded from the evaluation of teaching)
- Faculty self-assessment

To allow full consideration of quality, creativity, differences in disciplines, delivery methods, and workload, faculty are also encouraged to provide any of the following, if applicable:

- Class materials that would provide evidence of effective pedagogy
- Evidence that instructor has developed innovative course materials
- Peer evaluations of teaching by tenured faculty based on classroom observation for pre-tenure review, tenure or promotion applications
- Descriptions of new preparations; new course developments; new delivery methods
- Descriptions of faculty development activities in teaching such as teaching seminars and workshops; training or research related to alternative delivery methods; pedagogical enhancements; and maintaining currency in teaching field
- Evidence that the instructor has effectively assumed a difficult teaching assignment. The difficulty may arise from the subject matter, the audience involved, or both.
- Evidence that the instructor has successfully directed a student research project or an independent study project of high quality, which resulted in a publication or presentation
- Evidence that the instructor has implemented one or more elements of the CSU High Impact Practices in a course
- Evidence that the instructor has prepared students for local, regional or national competitions
- Evidence that a part-time instructor has participated in departmental efforts to assess and improve core courses with which the faculty member has been involved

Satisfactory. Meeting expectations in this category requires *all* of the following.

- Providing a suitable written response to widespread or significant concerns raised by student feedback, if appropriate. The department chair may require a written response to present written evidence if it is deemed appropriate.
- Documenting that at least some students have responded enthusiastically to the instructor's teaching through evidence such as student evaluations or other written feedback from students
- Clear communication of course objectives, learning outcomes, policies, and grading criteria as demonstrated on course syllabi

- Participation in departmental efforts to assess major programs with which the faculty member is involved
- Evidence of assessment of student learning outcomes for each course (all common student learning outcomes must be assessed in core courses)
- Full-time faculty only: At least three office hours per week and adequate availability to students for assistance

Excellent. Meeting expectations in this category requires all criteria for the satisfactory rating along with other achievements which demonstrate evidence of excellence and evidence of a commitment to the pursuit of excellence in effective and quality classroom teaching.

Unsatisfactory. The following will earn an “unsatisfactory” rating in the Teaching category.

- Violations of policies of the Mathematics Department, Columbus State University, or the University System of Georgia
- Failing to attain all items required for a “satisfactory” rating in the Teaching category

### **Criteria for Evaluating Research, and Scholarly or Creative Engagement**

Satisfactory. The faculty member is expected to maintain a level of expertise sufficient to carry out his/her assigned work in a credible and competent manner. Tenured and tenure track faculty are expected to attend professional meetings, workshops, or short courses on a biennial basis, while annually engaging in at least one of the following activities.

- Conducting ongoing research or acquiring and assimilating knowledge for a new research project
- Submission of a paper for publication in a discipline-related journal
- Submission of a discipline-related book manuscript for publication
- Presentation of one’s scholarly work at a professional meeting or in a colloquium
- Successful completion of professional exams
- Significant, independent study of a discipline-related subject outside one’s established expertise
- Submitting an external grant proposal as a PI or co-Pi that will support research efforts or the teaching mission of the university<sup>1</sup>
- Receiving the award of an internal grant as PI or co-Pi to support the faculty member’s in-discipline research
- Receiving the award of an internal grant as PI or co-Pi to support the teaching mission of the university
- Editing work for a scholarly journal or publication<sup>1</sup>

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<sup>1</sup> Faculty members may choose this activity either for Research, and Scholarly or Creative Engagement category or for Service to the Institution, Profession and Community category, but not for both.

- Serving as a referee for a scholarly publication<sup>1</sup>
- Scholarship that promotes and improves student learning and achievement in K12 schools and the university (Section 4.03.02 of the USG Academic AA Handbook).

Excellent. To obtain this rating, the faculty member must successfully engage in external, peer-reviewed work. Examples of such activities include:

- Notification of acceptance for publication of an in-discipline manuscript from a peer-reviewed journal or peer-reviewed proceedings (notification of acceptance for publication must be included in the documentation).
- Publication of a book within one's discipline
- Significant awards for scholarly work done during the reviewed year
- Notification of the award of an external grant as PI or co-Pi to support the faculty member's in-discipline research
- Notification of the award of an external grant as PI or co-Pi to support the teaching mission of the university

Unsatisfactory. The following will earn an "unsatisfactory" rating in this category.

- Failing to achieve a "satisfactory" rating in the Professional Growth & Development category
- Committing plagiarism

### **Criteria for Evaluating Service to the Institution, Profession, and Community**

Satisfactory. In order to achieve a satisfactory rating in this category, faculty members must abide by committee charges, and policies and procedures when serving on departmental, college, or institutional level committees, and regularly participate in departmental meetings and sponsored events. Except for first-year faculty, tenured and tenure track faculty are expected to engage in at least one of the following:

- Service on a College, Senate, or Institutional committee or task force
- Conducting community outreach activities that involve the faculty member's expertise
- Serving as an officer or official departmental representative in a professional organization related to the discipline
- Working on a grant that would directly support the teaching mission of the university<sup>3</sup>
- Providing support work for a grant that supports the teaching mission of the university
- Conducting workshops or seminars that substantially enhance teaching within the department

- Lead departmental efforts to assess major programs with which the faculty member is involved
- Lead departmental efforts to assess and improve multi-section courses with which the faculty member has been involved
- Collaboration with public schools to strengthen teaching quality and to increase student learning (see Section 4.03.02 of the USG Academic Affairs Handbook).
- Faculty advisor for an active student organization
- Editing work for a scholarly journal or publication<sup>2</sup>
- Serving as a referee for a scholarly publication<sup>2</sup>
- Review of textbooks

Excellent. In order to achieve an excellent rating in this category, faculty members must satisfactorily perform at least one of the following roles:

- Chair of the CSU Invitational Math Tournament
- Coordinator of the math tournament tests
- Active as a chair of at least one department-level committee.
- Chair of an Institutional Committee
- Chair of a department search, curriculum, or personnel committee
- Coordinating curriculum developments that have a demonstrably significant impact on the academic program
- Taking major responsibility for developing new academic degree programs
- Other significant efforts that entail comparable commitments/achievements and are of value to the institution

Unsatisfactory. The following will earn an “unsatisfactory” rating in this category.

- Failing to achieve a “satisfactory” rating in the Service category

### **Criteria for Evaluating Involvement in student success activities**

All full-time faculty members, including lecturers and senior lecturers, are expected to participate in student success activities. Appropriate activities should be established through consultation by the faculty member with the department chair

#### Satisfactory

- Efficient Advising
- Using the technology for student(s) success in the course(s).
- Being available for the student(s) during office hours.
- Maintaining midterm and updated grades on the online platform
- Using active learning strategies to promote student(s) success in the course
- Writing a reference letter for the student for their success

- Serving in student's thesis committee
- Evidence that the instructor has guided the students through the graduate school application process and has helped the students prepare for professional competitive exams (e.g. Putnam, GRE, Actuarial) in mathematics

Excellent. Meeting expectations in this category requires at least two criteria (Advising must be included for tenured or tenure track faculty) for the satisfactory rating along with other achievements which demonstrate evidence of excellence and evidence of a commitment to the pursuit of excellence in effective and quality of classroom teaching for student success.

- Implementing some of the elements of the High impact practices in the course(s)
- Evidence that the instructor has taught overload courses without overload compensation in order to make students graduate on time or to provide students with the courses that are not regularly scheduled
- Evidence that the instructor has mentored students registered for HONS 4901 Honors Senior Project Proposal, or HONS 4902 Thesis & Oral Defense or HONS 4912 Alternative to Thesis
- Conducting Independent Studies
- Having students recognized for solving problems in the Undergraduate Research
- Joint publication with the student or mentoring student for the publication
- Other significant efforts that entail comparable commitments/achievements and are of value to the institution

Unsatisfactory. The following will earn an "unsatisfactory" rating in this category.

- Failing to achieve a "satisfactory" rating in the "Student Success" category

### **Profession growth and development**

All full-time faculty members, including lecturers and senior lecturers, are expected to undertake continuous professional growth and development and to participate in appropriate faculty training activities. Appropriate activities should be established through consultation by the faculty member with the department chair and communicated yearly through a written professional development plan. Some activities like the following could be considered:

- Participate in activities organized by CSU Faculty Center on teaching or other professional development.
- Participate in other external workshops, or training on teaching or active learning practice.



Please sign on the line above your name for your approval of this updated version of standards of excellence, Feb. 11, 2022.

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