

Workload & Evaluation of Regular Faculty
Department of Mathematics
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Section 1: Expectations of Faculty Work

Chapter 3 of the Faculty Handbook indicates the necessity of faculty establishing annual workload plans. This section provides information that faculty can use to create these plans. It also sets the framework for evaluation of faculty work, described in Section 2.

Section 1.1: Baseline Expectations

The following describes the work expected of all regular faculty of the Department of Mathematics.

All faculty are expected to support and contribute to the mission, vision, and values of the Department of Mathematics, as articulated in the department's strategic plan. Furthermore, all faculty are encouraged to periodically review the department's strategic plan and to reflect on the shared values enunciated therein.

Teaching: The primary responsibility of faculty is teaching. *According to the Faculty Handbook, in the area of teaching, the baseline expectation normally shall be 9 credit hours per semester over the course of the academic year,* Faculty members are expected to be professional teachers and to teach effectively. The primary role of an effective teacher is to establish conditions that are conducive to student learning. Effective teachers maintain knowledge of their subject areas, keep course content up-to-date, incorporate appropriate pedagogy, and meet all classes (except for illnesses, emergencies, and pre-arranged absences). Further descriptions of effective teaching are found in Section 2.3.

Faculty members are expected to advise students as part of their responsibilities, to be available to their advisees, and to provide appropriate guidance on curricular and career options.

Scholarly Development: All faculty members are expected to engage in scholarly activity whose outcomes are shared with peers or broader audiences, and to clearly describe their work when being evaluated. Their research, scholarship, or other professional activities must be sufficient to demonstrate that faculty members remain active, engaged, and up-to-date in their areas of expertise.

This work may include, but is not limited to: independent scholarship intended to produce research results or enhance teaching effectiveness; reading professional literature; attendance at professional conferences; networking with professionals; participation in training sessions, seminars, or coursework; progress toward an academic degree; curriculum development; participation in departmental seminars; or active support of colleague's scholarly activities. It may also include activities listed in Section 2 of the CLAS Standards & Criteria for Personnel Evaluation.

Faculty members who identify scholarship as a portion of their significant focus beyond baseline expectations should understand that the difference is one of degree, not of kind. High quality work is expected for both “baseline” and “significant focus” scholarship, but with differences in scope and pace that will be influenced not only by an individual faculty member’s choices and preferences but also by the needs of the department.

Service: All faculty members are expected to contribute equitably to the work of the department. Faculty will attend departmental meetings, be available for informal consultation and collaboration with colleagues, and otherwise participate in the intellectual and the practical life of the department. This includes, but is not limited to, setting and implementing departmental goals, participating in personnel actions, and, as schedules allow, taking part in faculty recruitment activities.

Faculty members are expected to participate in departmental, college, university, regional or national committees or task forces at a level appropriate to their rank and professional interests.

All service should be effective service, as demonstrated by outcomes that enhance and benefit the department, the university, the profession, and/or the community.

Section 1.2: Areas of Significant Focus

These are activities equivalent to the investment of time and creative energy needed for a three-credit course per semester and may be teaching, scholarly activity, service, or a combination thereof. Certain activities—for example, curriculum development and consulting--can be viewed as either scholarship, teaching, service, or a combination of these.

In identifying significant focus activities, a faculty member should bear in mind the department, college, and university standards for promotion and tenure (see Section 2.1). In particular, the choice of significant focus activities does not change promotion and tenure standards. Any faculty member who aspires to

tenure, promotion to Associate Professor, or promotion to Full Professor should select activities that will lead to the kinds of accomplishments that meet the standards for the corresponding personnel action.

Teaching: Faculty members can elect to teach an additional three credits per semester over the academic year to satisfy the required area of significant focus.

Scholarly Development: A focus in this area will be for the purpose of advancing a program of scholarly development aimed at publication or other forms of dissemination and validated by peers or broader audiences. Activities that can contribute to this program include, but are not limited to, the activities described in Section 2 of the CLAS Standards & Criteria for Personnel Evaluation.

Service: A focus in this area will be for significant service involvement characterized by responsibility and effectiveness, resulting in high quality, demonstrable outcomes. Some examples include, but are not limited to: chairing a major college or university committee; chairing a professional conference, workshop, or lecture series; extensive curriculum development (e.g. creation or substantial modification of one or more programs); leadership in assessment or accreditation efforts; a leadership role in a professional organization; and consulting or other professional interaction with individuals or groups in K-12 schools, colleges, universities, government agencies, business, or industry.

Section 2: Evaluation of Faculty Work

Section 1 is, in effect, a “job description” for faculty in the Department of Mathematics. Section 2 outlines the criteria for evaluation, taking into account these expectations. In the process of evaluation, it is each faculty member’s responsibility to clearly describe her/his work and performance through items listed in the vita and activity reports and through thoughtful explanation in self-evaluation documents.

Section 2.1: Evaluation Criteria for Personnel Actions

The following is meant to supplement, but not contradict, any language concerning contract renewal, tenure, and promotion that is in the Faculty Handbook and the CLAS Standards & Criteria for Personnel Evaluation.

For promotion, the individual should demonstrate performance at the new rank sought, as indicated below. For someone seeking tenure, the person should demonstrate performance at a level consistent with the current rank as well as progress toward the next rank. For contract renewal, the level to which the criteria must be met depends on the number of years remaining until the tenure decision.

The evaluation criteria for each rank are described in Chapter 4, Section 2 of the Faculty Handbook, in the CLAS Standards & Criteria for Personnel Evaluation, and in Sections 2.3, 2.4, and 2.5 of this document.

Section 2.2: Merit Evaluation for Salary

A key part of salary adjustment each year is a merit evaluation. The department's merit evaluation process is described in detail in the document entitled *Procedures for Annual Evaluation of Regular Faculty*.

Section 2.3: Criteria for Evaluating Teaching Performance

The Mathematics Department values a diverse array of teaching activities that result in student learning. Criteria for evaluating teaching, and examples of how these criteria may be demonstrated, can be found in Section 1 of the CLAS Standards & Criteria for Personnel Evaluation. We recognize that effective and/or excellent teachers need not meet all of the criteria in the CLAS Standards, but should strive to meet as many as possible. In addition, we acknowledge that there are characteristics and activities of effective and excellent teachers that are not enumerated in the CLAS document. It is the responsibility of each faculty member to clearly articulate how her/his teaching activities relate to the five areas described in the CLAS Standards and meet the stated criteria.

Section 2.4: Desirable Activities for Scholarly Development

The Mathematics Department values a wide range of scholarly activities, including but not limited to those listed as examples in Section 2 of the CLAS Standards & Criteria for Personnel Evaluation. We also recognize that certain activities, such as curriculum development, can be viewed as either scholarship, teaching, service, or a combination of these. It is the responsibility of each faculty member to clearly articulate how her/his scholarly activities relate to the four categories described in the CLAS Standards and meet the stated criteria. In addition, see Section 2.6.

Section 2.5: Desirable Activities for Service

As in teaching and scholarship, the Mathematics Department joins the College of Liberal Arts and Sciences in celebrating the diverse and creative ways that our faculty demonstrate responsible citizenship through service to some combination of the unit, college, university, and community. Faculty are expected to engage in active, effective service appropriate to the needs of the department and the faculty member's rank. The CLAS Standards list some examples of appropriate

service activities, as well as some possible ways that faculty can demonstrate effective service; we recognize that neither list is exhaustive. It is the responsibility of each faculty member to clearly articulate how her/his service activities relate to the CLAS Standards and meet the stated criteria.

Section 2.6: Framework for Scholarship

General Statement: The pursuit of professional excellence is a responsibility of faculty. A variety of activities are considered appropriate for accomplishing this objective and such activities are significant in decisions on tenure, promotion and merit evaluation. Faculty scholarship is generally acknowledged to be an important indicator of professionalism. The critical elements of scholarship are captured in the following observation: a scholar engages in the pursuit of knowledge and understanding for personal development; seeks to make contributions of new knowledge, perspective, or applications; and shares the results of this learning and contribution with professional peers. Within Mathematics, this achievement is reflected in a consistent pattern of active, continuing involvement in scholarship relevant to mathematics and/or mathematics education. The department values innovation and quality in scholarship, and embraces diverse paths to professional excellence.

The CLAS Standards reinforce these ideas: “The College expects all CLAS faculty to be active scholars or artists who, through on-going scholarly or creative activities such as basic and applied research, artistic expression and performance, and other forms of scholarship, contribute to the development and application of knowledge and create a dynamic environment for learning. The college expects a faculty member to establish a record of scholarly or creative endeavor that is meaningful within the scholar’s discipline.”

Categories of Scholarship: The department recognizes three broad categories of scholarship, and the examples below are intended to provide guidance to individuals as they move through the renewal, tenure, promotion and merit evaluation system. Scholarship includes, but is not limited to, the examples provided, and there is overlap between the different categories. The purpose of this section is to indicate the breadth of scholarship that the department recognizes. Active collaboration with students is valued for any of these types of scholarship.

While faculty members are not expected to engage in all of these activities, they must demonstrate engagement in scholarship through demonstrable products that are disseminated and can be evaluated by their peers.

1. Scholarship of Discovery

a. Creation of knowledge (including evidence of creative ongoing research that has the promise of substantial contribution).

b. Dissemination of original disciplinary research (including information disseminated through articles published in peer-reviewed journals, books, monographs, and papers presented at regional, national, and international conferences).

2. Scholarship of Integration or Application

- a. Integrating knowledge through articles in academic journals, book chapters, book reviews, peer-review editorial activity, or writing grant applications for academic research.
- b. Scholarly presentations at conferences.
- c. Supervising student research projects, conducting workshops, presenting an invited lecture, active participation in seminars and colloquia, sitting on graduate committees.
- d. Participation in professional activities, such as holding positions in professional organizations requiring scholarly products.
- e. Significant consulting.
- f. Reviewing grant proposals and the refereeing of manuscripts.
- g. Attending or participating in workshops; acquiring new competencies, progress toward academic degree.

3. Scholarship of Teaching – Pedagogical scholarship contributing to a discipline and disseminated to other scholars or teachers through:

- a. Articles published in peer-reviewed journals, books, monographs, presentations and papers at conferences and workshops including work on new pedagogical techniques and innovative teaching strategies.
- b. Grant writing and/or reports for teaching and curriculum.
- c. Writing textbooks or chapters of textbooks, teaching-related journals, or developing instruction manuals.

Criteria for Evaluating Scholarly Contributions – Peer-Review and Peer-Validation: While the form of scholarly contributions in the department can vary, all scholarly contributions will be evaluated using the same framework. The critical elements of scholarship outlined above in the General Statement will be used to identify scholarly work. For purposes of determining professional achievement and excellence, work must reflect a high level of discipline-specific expertise through substantive content and must make a contribution to the field beyond those involved in other faculty duties (e.g., teaching and service). In order to reach this determination, the work should involve a product and public accounting, often involving a peer review by qualified professionals.

The CLAS Standards indicate the importance of scholarship that is “validated by peers”. For purposes of evaluation and personnel decisions, we define peer review as independent evaluation by an outside expert before dissemination and peer validation as independent evaluation by an outside expert either before or after dissemination. We wish to emphasize that traditional, peer-reviewed publication of books, articles, and chapters, while certainly an important and

easily verifiable kind of professional achievement, is only one form of peer-validated scholarship. Peer validation may take other forms and may occur in various ways.

As an example, suppose a faculty member disseminates an article in a widely-distributed, practitioner-oriented venue that is not peer-reviewed. If knowledgeable peers with appropriate credentials read this scholarly contribution and attest to its scholarly excellence and impact, then the department may consider the contribution to have been favorably validated by knowledgeable peers, even though the review would necessarily have taken place after dissemination.

Similarly, if a faculty member devotes sustained, scholarly attention to helping a local school create and implement new curricular materials and pedagogical strategies, and if that district's teachers and administrators comment favorably and specifically on the faculty member's scholarly contributions to the district's educational endeavors, the department may consider the faculty member's scholarly contributions to have been validated favorably by knowledgeable peers.

Whether a faculty member engages in traditional, peer-reviewed publication and presentation or in other forms of scholarly activity, it is the responsibility of the faculty member under review to provide evidence both of the scholarly contributions (the observable "outcomes" of the scholarly activity) and of favorable peer validation. It is necessary that peer validation (other than traditional peer-review) be substantive and shared with the department. Department colleagues have the authority and responsibility to determine what constitutes a "peer" and whether a scholarly product has been "peer reviewed" or "peer validated".

Standards for Personnel Actions:

The following clarifies language in the CLAS Standards: on the "Forms of Scholarly/Creative Activity" page, moving from left to right indicates increasing excellence.

The Faculty Handbook notes that for promotion to Associate or Full Professor, "the person should have achieved acknowledged professional recognition through scholarship or creative activity."

For Pre-Tenure Contract Renewal: The candidate's portfolio will provide specific evidence of progress toward achieving the professional standing necessary for promotion and/or tenure.

For promotion to Associate Professor and/or Tenure: As indicated in the CLAS Standards, "To attain tenure, a candidate must demonstrate at least one

completed scholarly contribution while at GVSU appropriate to her or his discipline. The goal of such activity is a creative intellectual contribution to knowledge that is validated by peers and shared with others outside of Grand Valley State University. Whatever form it takes, the work and results of scholarly/creative activity must be appropriately documented so that qualified colleagues are able to evaluate its quality and significance.”

For promotion to Professor: The CLAS Standards indicate that candidates must “demonstrate a consistent record of scholarly or creative contributions to their discipline”.

In personnel actions, department colleagues have the authority and responsibility to judge the quality and significance of a candidate’s scholarly contributions and to decide if the contributions establish a consistent record. Department colleagues may bring their own disciplinary expertise to bear in making these judgments.