

Submitted: September 2023

Approved by the Dean's Office and Office of the Provost: 9/28/2023

## **Proposed Post Tenure Faculty Review for the Tenured Faculty of the Department of Mathematics & Statistics**

### **A. Post Tenure Faculty Review Procedures for Tenured Faculty**

- The College shall inform the Chair which tenured faculty shall be reviewed in the relevant academic year.
- The Chair is charged with conducting post tenure faculty reviews and generating evaluation statements.
- Reviews shall be conducted in accordance with the currently operative college and university guidelines and the USF/UFF Collective Bargaining Agreement (CBA).
- As soon as faculty to be reviewed are informed that they have been selected, the Chair will notify those faculty of the deadline for submitting a narrative (at most 12,000 characters) and CV (at most five pages). The Chair will provide faculty with at least five weeks' notice to submit their materials for the packet.
- The narrative and CV are prepared and submitted online, through the Faculty Information System (FIS).
- Review Assessments will include summary judgements Exceeds Expectations (1), Meets Expectations (2), Does Not Meet Expectations (3), Unsatisfactory (4), along with a narrative to substantiate that judgement.
- An assessment of Does Not Meet Expectations (3) will be accompanied by a direction to the faculty member that the Dean, in consultation with the faculty member and the Chair, shall propose a Performance Improvement Plan (PIP) to the Provost.

### **B. Scope of the Post Tenure Faculty Review**

The Post Tenure Faculty Review is a scaled rating of accomplishment (activities/work performed, including projects in progress and completed) in assigned duties during the five-year period. Assigned duties are typically in the categories of teaching, research, and services.

The Post Tenure Faculty Review is prepared by the chair according to these guidelines. The results of the evaluation provide feedback to the faculty member and aid the chair in his assessment of the faculty member.

The Post Tenure Faculty Review is based on the information provided in the Post Tenure Review Packet and considers the percentage of assigned duties of each faculty member. Faculty will only be reviewed in areas in which they have an annual assignment of duties with expectations that are in proportion to the effort assigned. Faculty are encouraged to address any discrepancies between assigned and performed duties in their narratives.

Variation among faculty is anticipated, and a wide range of activities may meet department expectations. Effort is therefore to be evaluated with a view toward balancing the short- and long-term goals of each faculty member. It is the responsibility of the faculty member to make a strong argument as to why different types of activities are emphasized in any particular category of assigned duties.

Variation in scholarly output over time is part of the natural ebb and flow of scholarly activities. In the discipline of mathematics, it is important to note that many research projects are long-term commitments by the faculty member requiring more than one year to complete. Therefore, the effort involved is an important factor when evaluating each faculty over the five-year period. Other contributing factors should be considered, including whether the faculty member has been engaged in a considerable amount of service (e.g., administrative duties, editing a journal, organizing a conference, chairing a high-profile department, university, or national or international committee) or teaching (e.g., chairing a high number of graduate students). Therefore, if the faculty member has consistently shown significant effort through their career, they should not be penalized due to working on a long-term project or engaged in a higher-than-normal teaching and service commitment for the five years being reviewed. Each faculty member, in their narration, should explain the relevance to their overall performance. In addition, if significant effort is involved for a specific project (e.g., books, national and international grants, etc.), that spans many years, then the faculty member should clearly explain that in the narrative describing related or future activities.

All review criteria outlined below are general guidelines, and not exhaustive. The rating of effort in each area of assigned duties is determined by both quantitative and qualitative factors, and one does not carry more weight than the other.

In the case of activities which cross categories, the faculty member should explain in their narrative how much effort they assign to each category.

The Post Tenure Faculty Review process is not comparable to the vastly more comprehensive tenure and promotion application processes.

### **C. Basis of Post Tenure Faculty Reviews**

Post Tenure Faculty Reviews shall be based on the CV, narration, annual performance evaluations (during the previous five years), and the ratings of the Chair and the assessment of the Chair. The Chair, Dean and the Provost will examine all materials submitted in composing

their assessment, and they will examine only those materials submitted in composing their assessments.

### **Assessment of Teaching**

Teaching activities for Mathematics and Statistics faculty include but are not limited to:

- Teaching undergraduate and graduate courses.
- Developing new courses or making substantial revisions to existing courses.
- Preparation of instructional materials (syllabi, tests, lecture notes, etc.).
- Using innovative assessment strategies, such as peer evaluation by students of each other and having students fill out journals/diaries with mathematical problems, solutions, etc.
- Supervising or serving on committees for undergraduate honors' theses, master's theses, and dissertations.
- Writing and evaluating comprehensive examinations.
- Supervising of independent study courses.
- Scholarly activities connected to education, such as writing textbooks, publishing education-oriented articles.
- Participating in activities related to teaching (broadly defined), including workshops, symposia, student fairs, undergraduate student competitions, and coaching students applying for scholarships and awards.

Indications of commitment to teaching quality include but are not limited to:

- Teaching enhancement and innovation. This may include incorporating relevant pedagogical tools and techniques; creating effective new approaches and materials; incorporating new research results into course content; mastering new instructional technologies.
- Curriculum and program development, including developing new courses, revisions to existing courses, and program level revisions and assessment.
- Effective mentoring, including supervision of independent student work with substantive guidance and feedback; rigorously evaluating comprehensive exams; training graduate teaching assistants; and presenting/publishing high quality collaborative work with students (where not counted as a research activity).
- Contributing to departmental needs, including teaching courses, particularly important to programmatic needs, especially where doing so requires extra effort or sacrificing one's own teaching preferences.
- Contributing to university needs, including teaching courses needed to satisfy general education requirements for a large number of students.
- Furthering the goals of diversity and inclusion.
- Indications of effective teaching include but are not limited to:
  - Evidence that teaching effectively guides students in the acquisition of disciplinary knowledge and fosters students' critical and creative thinking skills.
  - Evidence of effective course design.
  - Rigorous standards.

- Fair evaluation of, and instructional feedback on, student work.
- Awards for teaching excellence.
- Letters addressing teaching, peer observations of classroom teaching by faculty designated by the Chair.
- Preparation, submission, or publications of books or articles related to teaching.

The Chair will use the benchmarks below as a general guide to evaluating teaching but will also consider various circumstances explained and documented in the faculty member’s narrative when determining the final evaluation. The benchmarks assume a 50% teaching assignment. Expectations shall be adjusted accordingly for higher or lower teaching assignments.

Faculty are not required to participate in all teaching activities identified above. Given the significant disparity in opportunities to teach graduate courses depending upon campus location and faculty title, there is no expectation of graduate teaching for those who do not have access to such opportunities.

Students’ assessment of faculty teaching will be taken into consideration, particularly insofar as they can indicate faculty member’s dedication and effort in the classroom, respect for students, accessibility to students, and ability to inspire interest in the material. However, given scholarly evidence of validity problems—especially, but not only, where response rates are low—and potential bias with student assessments, annual evaluations will be based primarily on judgments by faculty rather than students. Consideration of student assessments will be context dependent, taking into account the rigor of the class, the size and level of the class, the modality of class delivery, the representativeness of the response rate, the relevance of students’ implicit biases, and other factor that are historically associated with lower or higher student assessments. In particular, faculty whose teaching otherwise demonstrates effective course design, rigor, fairness, and respectful treatment of students will not have their annual evaluation lowered because of lower-than-average student assessments.

Teaching
<b>M&amp;S considers teaching that “exceeds expectations” to be sustained or improving performance, as reflected by participation in at least two teaching activities as described above , and consisting of highly effective teaching or use of innovative pedagogical techniques, demonstrated by at least one of the indications of commitment to teaching quality as described above, in each of the five years.</b>
<b>M&amp;S considers teaching that “meets expectations” to be sustained or improving performance, as reflected by participation in at least one teaching activity as described above , and consisting of effective teaching or use of innovative pedagogical techniques, demonstrated by at least one of the indications of commitment to teaching quality as described above, in three of the five years.</b>
<b>M&amp;S considers teaching that “does not meet expectations” to be failure to exhibit sufficient evidence of sustained or improved performance and reasonable teaching effectiveness or reasonable employment of innovative pedagogical techniques, as reflected by participation</b>

**in only one of the teaching activities in the previous five years and no participation in any of the indications of commitment to teaching quality as described above during the previous five years.**

Nevertheless, there is evidence of commitment to teaching quality.

**M&S considers as “unsatisfactory” a teaching record with no evidence of teaching effectiveness, employment of innovative pedagogical techniques, or effort to address pedagogical deficiencies, as reflected by the lack of participation in any of the teaching activities or indications of commitment to teaching quality as described above during the five-year period.**

### **Assessment of Research**

Research activities for Mathematics and Statistics faculty include but are not limited to:

- Publishing articles, particularly in refereed professional journals with the recognized reputation in the discipline or appeal to the general scientific audience.
- Publishing books, chapters in books, monographs, edited books.
- Publishing in refereed conference proceedings.
- Writing and publicly disseminating software or codes and their outputs, that are related to research in mathematics and related fields, such as GAP, Maple, Mathematica, Sage codes and outputs.
- Giving invited or contributed presentations in symposia, colloquia, workshops, or other research conferences.
- Organizing sessions or conferences in mathematics or related fields.
- Work on grants, contracts, and patents applied for, particularly grants, contracts and patents received.
- Receiving USF internal research awards.
- Participating in interdisciplinary activities, such as publications, participation, and consulting in various fields.
- Advising graduate students as a major professor or conducting joint research activities with graduate students and/or undergraduate students.

Indications of quality for research activities include but are not limited to:

- Published articles: journal quality and standing within faculty member’s field, significance of results, breadth of audience, whether refereed, etc. Consideration of journal impact factors, when appropriate, should be made relative to other journals in the faculty member’s field. Order of authorship in mathematics is typically alphabetical, so it is no indication of greater contribution.
- Published Books and chapters: whether work appears in edited volumes, focus of publisher (e.g., academic, general, vanity), significance of work to faculty member’s field, etc.
- Published conference papers: size and standing of conference, whether refereed, etc.
- Software and code: availability to public, significance to faculty member’s field, etc.

- Presentations: significance of conference to faculty member’s field, scope of conference (local, regional, national, international), whether keynote, invited or contributed, whether refereed, etc.
- Conference organization: effort involved, size and scope of conference, significance to faculty member’s field, etc.
- Grant activities: reviews, whether funded, alignment with university, college, and department goals; funding source, size of grant; extent of activities to be funded, visibility, standards of the discipline, etc.
- Interdisciplinary activities: scope and duration of activities, results of activities, alignment with university, college, and department goals, etc.
- Awards for research products (e.g., papers, presentations, books, etc.).

The Chair will use the benchmarks below as a general guide to evaluating research but will also consider various circumstances explained and documented in the faculty member’s narrative when determining the final evaluation. Expectations shall be adjusted accordingly for higher or lower research assignments.

The Chair will take into consideration the effort involved in successfully developing a new line of research as well as successfully completing a research project that requires unusual effort, expenditure of time and/or substantial involvement.

The Chair will take into consideration the quantity of research products. This consideration should recognize the effort involved in preparing multiple research products, but it should not encourage quantity at the expense of quality and/or professional standards. As such, a single research product meeting a particular rating benchmark may justify that rating or several research products in conjunction may rise to a particular level.

External funding may or may not be available for certain research projections (and such funding or lack thereof does not necessarily reflect the relevance or desirability of said projects). Effort to obtain external funding shall be recognized, but its absence alone is not grounds for reducing a rating.

<p>Research</p> <p><b>M&amp;S considers “exceeding expectations” in research to consist of making substantial contributions, or an outstanding contribution, to the recognized scholarship in mathematics and its applications.</b></p> <p>Quality Benchmarks for exceeding expectations in research in any one year include:</p> <ul style="list-style-type: none"> <li>• Publication of a significant refereed article.</li> <li>• Receipt of acceptance of peer-reviewed publication signifying acceptance without revision.</li> <li>• Books and chapters in edited volumes published in academically oriented commercial presses relevant for the area of work of field of science.</li> <li>• Award of substantive grant, contracted research, or patent.</li> <li>• Grant activities for active substantive grant or contracted research.</li> </ul>
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- Preparation and/or delivery of high impact presentations.
- Major prize or award for scholarly or creative work.
- Leadership in diversity and inclusion efforts related to research.
- Three or more research products which meet the benchmark for meeting expectations in research.

A scholar may exceed expectations by attaining the spectrum of benchmarks between these two poles:

- A scholar may exceed expectations by producing, in at least three of five years, evidence of meeting or surpassing one of the nine Quality Benchmarks required for an annual rating of exceeding expectations.
- A scholar may exceed expectations by exhibiting material and public progress on a major project of great importance or potential impact on the field, e.g., a major open problem, a new theoretical construction, or a book-length manuscript.

As this is a spectrum, a scholar may exceed expectation by reaching an intermediate position of producing, in some years, outstanding performance with respect to the Quality Benchmarks, and in addition, substantial progress on a major project.

**M&S considers “meeting expectations” in research to consist of making significant contributions, or a substantial contribution, to the recognized scholarship in mathematics and its applications.**

A scholar may meet expectations by attaining the spectrum of benchmarks between these two poles.

- A scholar may meet expectations by producing, in at least three of the five years, evidence of meeting or surpassing one of the seven following Quality Benchmarks:
  - Publication of a reviewed or substantial non-peer reviewed article.
  - Receipt of acceptance of peer-reviewed publication, perhaps calling for revisions, or
  - Evidence of an ongoing research project.
  - Award of a lesser grant, or documented progress towards a grant application.
  - Preparation and/or delivery of a significant presentation.
  - Minor prize or award for scholarly or creative work.
- A scholar may meet expectations during the five-year period by exhibiting substantial progress on a major project of great importance or potential impact on the field, e.g., a major open problem, a new theoretical construction, or a book-length manuscript.

As this is a spectrum, a scholar may exceed expectation by reaching an intermediate position of producing, in some years, outstanding performance with respect to the Quality Benchmarks, and in addition, substantial progress on a major project.

Throughout this review, expectations shall be adjusted to reflect the research assignment.

**M&S considers scholarship that “does not meet expectations” a research record which, despite a substantial and sustained research assignment, produces evidence of a research activity as described above, but over the five years shows no products and no progress.**

**M&S considers scholarship that is “is unsatisfactory” a research record which, despite a substantial and sustained research assignment, produces no research activity.**

### Assessment of Service

Service Activities for Mathematics and Statistics faculty include but are not limited to:

- University Service
- Serving and/or chairing committees in the department, college, or university.
- Assisting committees to carry out their duties, for example, by providing requested information and feedback.
- Writing proposals and documents for the department, college, or university.
- Reviewing proposals for university awards.
- Giving presentations at university events.
- Serving in a leadership position in the school or serving as a director of an institute or center when such work cannot be counted as an administrative assignment.
- Serving at university events, such as graduation.
- Peer mentorship.
- Course coordination, in so far as some aspects further the goals of the department.
- Professional Service
- Chairing a panel or session at a conference.
- Reviewing a manuscript for a refereed journal or academic book.
- Serving on a journal's editorial board.
- Handling the administrative components of editing or co-editing a journal.
- Serving as book series editor for a publisher.
- Reviewing paper proposals for a section of a professional conference.
- Organizing conferences or workshops.
- Serving on a scholarly award committee.
- Reviewing grant proposals
- Reviewing tenure and promotion applications for candidates at other universities.
- Reviewing academic programs at other universities.
- Holding office serving on committees in a professional association such as the AMS, MAA, SIAM, AWM, at the national, regional, state, or local levels.
- Advising and recruiting students.
- Serving as faculty advisor and/or offering assistance to student organizations.
- Public/Community Service (must draw on academic background)
- Offering interviews with the media or composing articles for the media.
- Serving as an unpaid consultant for governments/organizations.
- Organizing community events.
- Giving public lectures or presentations.
- Volunteering, judging, organizing student activities, events, fairs, etc.
- Regularly attend Departmental meetings.
- Actively contribute to the life of the Department and its constituencies.
- Other activities beneficial to the mission of the Department, the College, and the University.

## **Review of Service**



The Chair will use the benchmarks below as a general guide to evaluating service but will also consider various circumstances explained and documented in the faculty member’s narrative when determining the final evaluation. Expectations shall be adjusted accordingly for higher or lower research assignments.

Service
<b>M&amp;S considers “exceeding expectations” service to consist of important concrete contributions in the form of Service Activities to the operation of the faculty member’s university, professional communities and/or outreach to the local community, as reflected by participation in two of the service activities as described above in at least three of the five years .</b>
<b>M&amp;S considers service that “meets expectations” to consist of active participation in Service Activities to the operation of the faculty member’s university, professional communities and/or outreach to the local community, as reflected by participation in one of the service activities as described above in at least three of the five years ..</b>
<b>M&amp;S considers service as “not meeting expectations” if it consists of insufficient participation in Service Activities to the operation of the faculty member’s university, professional communities and/or outreach to the local community, as reflected by participation in only one of the service activities as described above in the five-year period ..</b>
<b>M&amp;S considers as “unsatisfactory” a service record which contains no apparent evidence of participation in Service Activities to the operation of the faculty member’s university, professional communities and/or outreach to the local community, , as reflected by no participation in any of the service activities as described above in at the five-year period ..</b>

**NOTE:** In making post tenure reviews, great weight will be given to the annual evaluations, for those were the expectations expressed to the faculty during the time of the performance, and the evaluations were conducted by experts in the field.