

ADVANCEMENT AT THE ASSISTANT PROFESSOR LEVEL

For normal merit advancement at the assistant professor level, the Department expects continuous and effective engagement in research, high quality teaching, and a light record of departmental and professional service. If there are shortfalls in any of these areas, the Department expects promise of improvement.

Research: Productivity in mathematics is best measured in terms of the length and impact of each published article rather than the overall number of publications. In addition, a typical level of research productivity at this level depends on the particular area, and even sub-area, of specialization. In some cases, software development and research-level expository publications are also evidence of research productivity. Notwithstanding these comments, in most research areas, the department expects something on the order of one or two peer-reviewed articles published in reputable journals or conference proceedings over a two-year review period.

Teaching: The Department expects a significant level of dedication and commitment to teaching from its Faculty regardless of rank and step. Teaching effectiveness is measured principally in terms of responses on the CAPE and Department-based evaluation systems. The interpretation of these responses is based on various factors, including class level, class size and evidence of teaching effectiveness in previous reviews. In large graduate classes with a mixture of Masters and Ph.D. students, the variation in preparation of the students also needs to be considered. For undergraduate teaching, the Department expects CAPE professor approval ratings to be at least 65%.

Service: Expected department service would involve membership in one of the less onerous department committees. At the professional level, the Department likes to see evidence of participation in the community such as the refereeing of papers, or participation in workshops and conferences.

ADVANCEMENT AT THE ASSOCIATE PROFESSOR LEVEL

For normal merit advancement at the associate professor level, the Department expects continuous and effective engagement in research, high quality teaching, and a good record of departmental and professional service.

Research: Productivity in mathematics is best measured in terms of the length and impact of each published article rather than the overall number of publications. In addition, a typical level of research productivity at this level depends on the particular area, and even sub-area, of specialization. In some cases, software development and research-level expository publications are also evidence of research productivity. Notwithstanding these comments, in most research areas, the department expects something on the order of one or two peer-reviewed articles published in reputable journals or conference proceedings over a two-year review period.

Teaching: The Department expects a significant level of dedication and commitment to teaching from its Faculty regardless of rank and step. Teaching effectiveness is measured principally in terms of responses on the CAPE and Department-based evaluation systems. The interpretation of these responses is based on various factors, including class level, class size and evidence of teaching effectiveness in previous reviews. In large graduate classes with a mixture of Masters and Ph.D. students, the variation in preparation of the students also needs to be considered. For undergraduate teaching, the Department expects CAPE professor approval ratings to be at least 65%.

In addition, the Department expects its Associate Professors to be actively involved in some level of student advising.

Service: Expected department service would involve membership in one or two of the less onerous department committees. At the professional level, the Department likes to see evidence of participation in the community such as the organizing of conferences, the refereeing of papers, or active outreach in the training of younger mathematicians.

ADVANCEMENT AT THE FULL PROFESSOR LEVEL.

For normal merit advancement at the full professor level, the Department expects continuous and effective engagement in research, high quality teaching, and a good record of departmental and professional service. The Department's expectations for promotion from Full Professor Step IX to Above-Scale Professor are similar to the expectations for a normal full step merit advancement at the above scale professor level.

Research: Productivity in mathematics is best measured in terms of the length and impact of each published article rather than the overall number of publications. In addition, a typical level of research productivity at this level depends on the particular area, and even sub-area, of specialization. In some cases, software development and research-level expository publications are also evidence of research productivity. Notwithstanding these comments, in most research areas, the department expects something on the order of two or three peer-reviewed articles published in reputable journals over a three-year review period.

Teaching: The Department expects a significant level of dedication and commitment to teaching from its Faculty regardless of rank and step. Teaching effectiveness is measured principally in terms of responses on the CAPE and Department-based evaluation systems. The interpretation of these responses is based on various factors, including class level, class size and evidence of teaching effectiveness in previous reviews. In large graduate classes with a mixture of Masters and Ph.D. students, the variation in preparation of the students would also need to be considered. For undergraduate teaching, the Department expects CAPE professor approval ratings to be at least 65%.

In addition, the Department expects its faculty to be actively involved in advising doctoral and masters' students.

Service: Expected department service would involve membership in one or two of the moderately onerous department committees. Expected service for faculty who are close to or beyond Step VI would include some participation in university or campus-wide service. At the professional level, the Department likes to see evidence of participation in the community such as the organizing of conferences, the refereeing of papers, or active outreach in the training of younger mathematicians.

ADVANCEMENT AT THE ABOVE SCALE PROFESSOR LEVEL.

For a full step (100%) increase at the above scale professor level, the Department expects continuous and effective engagement in research, high quality teaching, and a strong record of departmental and professional service. Expectations for a half step (50%) increase at the above scale professor level are similar to the levels for normal merit advancement at the full professor level.

Research: Productivity in mathematics is best measured in terms of the length and impact of each published article rather than the overall number of publications. In addition, a typical level of research productivity at this level depends on the particular area, and even sub-area, of specialization. In some cases, software development and research-level expository publications are also evidence of research productivity. Notwithstanding these comments, in most research areas, the department expects something on the order of three or four peer-reviewed articles published in reputable journals over a four-year review period.

Teaching: The Department expects a significant level of dedication and commitment to teaching from its Faculty regardless of rank and step. Teaching effectiveness is measured principally in terms of responses on the CAPE and Department-based evaluation systems. The interpretation of these responses is based on various factors, including class level, class size and evidence of teaching effectiveness in previous reviews. In large graduate classes with a mixture of Masters and Ph.D. students, the variation in preparation of the students would also need to be considered. For undergraduate teaching, the Department expects CAPE professor approval ratings to be at least 65%.

In addition, the Department expects its faculty to be actively involved in advising doctoral and masters' students.

Service: Expected service would involve membership in one or two of the moderately onerous department committees as well as some participation in university or campus-wide service. At the professional level, the

Department likes to see evidence of leadership in the community such as the organizing of conferences, the refereeing of papers, or active outreach in the training of younger mathematicians.