

Department of Mathematics
Handbook of Operating Procedures

The University of Texas-Pan American

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Chapter 1

Purpose of this handbook

Approved:

Next Review:

The Department of Mathematics Handbook of Operating Procedure (MHOP) stipulates established policies and procedures, in conjunction with those listed in the University Handbook of Operating Procedures (HOP), to ensure that the Department is well managed, is consistent in its administration of policies, is administered fairly and rationally, and appropriately reflects the diversity of the population and the workforce. The MHOP is reviewed regularly and is the vehicle that articulates compliance with recommendations from regularly scheduled university and departmental review process (see section 3.2)

The MHOP communicates to the departmental faculty and to the university administration. Within the department, the MHOP informs the faculty of operational policies and procedures and provides mechanism for modifying and improving those policies and procedures to accommodate change. It informs the administration of the operation of the department and the department compliance with recommendations from administration and regularly scheduled reviews. Further it contains the official mission statement, goals and objectives of the department and provides a means of modifying and adjusting those to meet the changing times.

The Department of Mathematics Handbook of Operating Procedures (MHOP) is reviewed and approved by the Tenure/Tenure-Track Faculty of the Department on a periodic basic as listed in the document.

Chapter 2

Modification of Handbook

Approved:

Next Review:

The MHOP is a dynamic document that evolves to fulfill the mission of the Department. The MHOP is reviewed regularly, updated and modified as needed. All changes to the MHOP are approved by a majority of the Tenure/Tenure-Track faculty. The procedures for review and modification of MHOP are listed below.

Review: Each section of MHOP includes an approved date and the next scheduled review date. The Tenure/Tenure-Track faculty will meet once a year to review those sections scheduled for review, make modifications as needed, set new approved date and new review date.

Modifications: The MHOP can be modified in the following ways.

- At regularly scheduled reviews, sections may be modified by a majority vote of the Tenure/Tenure-Track faculty within three weeks to allow for discussion of the requests.
- Any faculty member may request modification of any section at any time, by submitting a written request to the Department Chair. When such a request is made the Department Chair will call a meeting of the Tenure/Tenure-Track faculty within three weeks to discuss the request and vote on the suggested modification. If the modification is accepted a new “approved date” and new “next review” date will be established.
- Any faculty member may request new sections to be added to MHOP, by submitting a written request to the Department Chair. When such a request is made the Department Chair will call a meeting of the Tenure/Tenure-Track faculty within three weeks and vote on the suggested modification. If the modification is accepted a new “approved date” and new “next review” date will be established.
- As a result of any of the regularly scheduled departmental reviews (for examples APR review, or SAC review) the Tenure/Tenure-Track faculty may be asked to meet and consider modifications to bring MHOP into compliance with recommendation of the reviewing entity.
- The Dean reviews the MHOP to assure compliance with COSE and university policy. The Dean may require changes to any section of the MHOP. At the Dean’s request the Tenure/Tenure-Track faculty will rewrite the section needing the change, approve the rewritten section including new “approved date” and new “next review” date.

Chapter 3

The Department of Mathematics

Approved:
Next review:

The Department of Mathematics has developed an undergraduate and a graduate curriculum that includes a bachelors degree in middle school mathematics (BIS-MA48), a bachelors degree in mathematics with teaching option (secondary, 8-12) and a non-teaching option, and a masters degree in mathematics with teaching and non-teaching options. It has a minor in mathematics with or without seeking secondary teacher certification, and a minor in statistics. In addition, the department provides courses that fulfill the core curriculum requirement and that serve many programs across the campus.

3.1 MISSION STATEMENT

3.1.1 Overall Mission Statement

Approved:
Next review:

- To support the College of Science and Engineering mission statement by committing to excellence in instruction, student performance, research, scholarly accomplishment and professional service.
- To provide students of mathematics an environment of academic freedom that will ensure the exchange of ideas and the dissemination of knowledge and the appreciation of mathematics.
- To inspire students with and appreciation of the impact of mathematics in a global economy, and respect for the contributions made by previous generations.
- To provide students analytical foundations empowering them to pursue chosen courses of study where they can apply mathematics meaningfully for the purpose of contributing to current and future societal needs.

3.1.2 Undergraduate Program Mission Statement

Approved:
Next review:

- To provide a selection of courses satisfying the core requirements in mathematics. These courses, taught by faculty scholars, instill in students an appreciation for the impact of mathematics in a global environment and develop their respect for the contributions made by previous generations.
- To provide service courses for other departments. These courses improve student's analytical foundations empowering them to pursue chosen courses of study.
- To provide students with problem solving and critical thinking skills for use in a rapidly changing society.

3.1.3 Graduate Program Mission Statement

Approved:

Review:

3.2 Carrying out the Mission and Planning

Approved:

Review:

Planning is done on a formal and an informal basis within the department. All planning considers and seeks to fulfill the mission of the department and the mission of university. Formal periodic planning includes: Southern Association of Colleges and Schools Accreditation (SACS), Academic Program Review (APR), Strategic Planning, and the Annual Departmental Retreat. Each of these periodic planning processes produces a document. These documents, taken together, provide a multi-year plan for the Department to meet and evaluate its effectiveness in meeting its mission. The multi-year plan outlines the plans for the immediate future, department goals and objectives, changing expectations, and is reviewed on a yearly basis. The goals and objectives of this planning process are summarized in section 3.2.5 “Departmental Goals and Objectives”.

3.2.1 SACS

Approved:

Next review:

3.2.2

Approved:

Next review:

3.2.3 Strategic Planning

Approved:

Next review:

3.2.4 Departmental Retreat

Approved:

Next review:

3.2.5 Departmental Goals and Objectives

Approved:

Next review:

Goals

The goals of the department are characterized by the three major areas listed in the College of Science and Engineering Mission Statement, namely, excellence in instruction and student performance, research and scholarly accomplishments,

professional service. The goals articulate measurable indicators of how the departmental mission is being met. Specific strategies for accomplishing the goals are developed in separate documents. The departmental goals are itemized below:

- Excellence in instruction and student performance
 - Retention in the freshman core courses
 - Move towards a 75% pass rate while maintaining high academic standards
 - High Quality and Increased Quantity Teacher Preparation
 - Increase the number of graduates who successfully certify in the:
 - Elementary School Teacher preparation program
 - Middle School Mathematics degree programs
 - Secondary School Mathematics degree programs
 - Mathematics Major/Minor Programs
 - Service to Engineering and Science
 - Increase the number of students in beginning calculus that complete a degree in Engineering or Mathematics
 - Graduate Program
 - Increase each year the number of students in the graduate program in mathematics and teacher education graduate classes.
 - Faculty teaching Awards
 - Increase the number of faculty recognized for teaching excellence.
- Research the scholarly accomplishment
 - Increase the number of papers published each year
 - Increase the number of papers presented at professional meeting each year
 - Increase number of students in research related projects
 - Increase amount of external funding
- Professional Service
 - Faculty will continue involvement in college and university level committees.
 - Establish a presence on editorial boards and referees of professional growth at all levels.

3.3 BRIEF HISTORY of Department

Approved:

Next review:

The undergraduate mathematics program (UMP) at UTPA has a significant service component as well as viable majors and minors. Subclassifications of service include: Remediation, General Education, Engineering, Computer Science, and Business. Subclassifications of Majors/Minors include: Minor in Elementary Mathematics (Elementary Certification), Minor in Statistics, Minor in Mathematics (which may be expanded to include Teacher Certification), Major in Mathematics (which may be expanded to include Teacher Certification).

Recent history of the department suggests directions for the future. The degree programs (majors and minors) were rewritten for the 1994/96 Catalog to better meet the needs of our students and facilitate the growing Engineering program.

The department began offering courses in the Masters degree in Spring 1992. The University approved the Engineering program with the first offering of a Bachelor of Science in Engineering appearing in the 1996/98 Catalog. This engineering program enjoys steady growth and significant funding. As late as 1999 South Texas Community College was the fastest growing institution of higher learning in the State. It is the major community college feeding UTPA and subsequently is having an impact both by feeding students into UTPA and gradually carrying more of the responsibility for lower level courses that were previously the sole responsibility of UTPA.

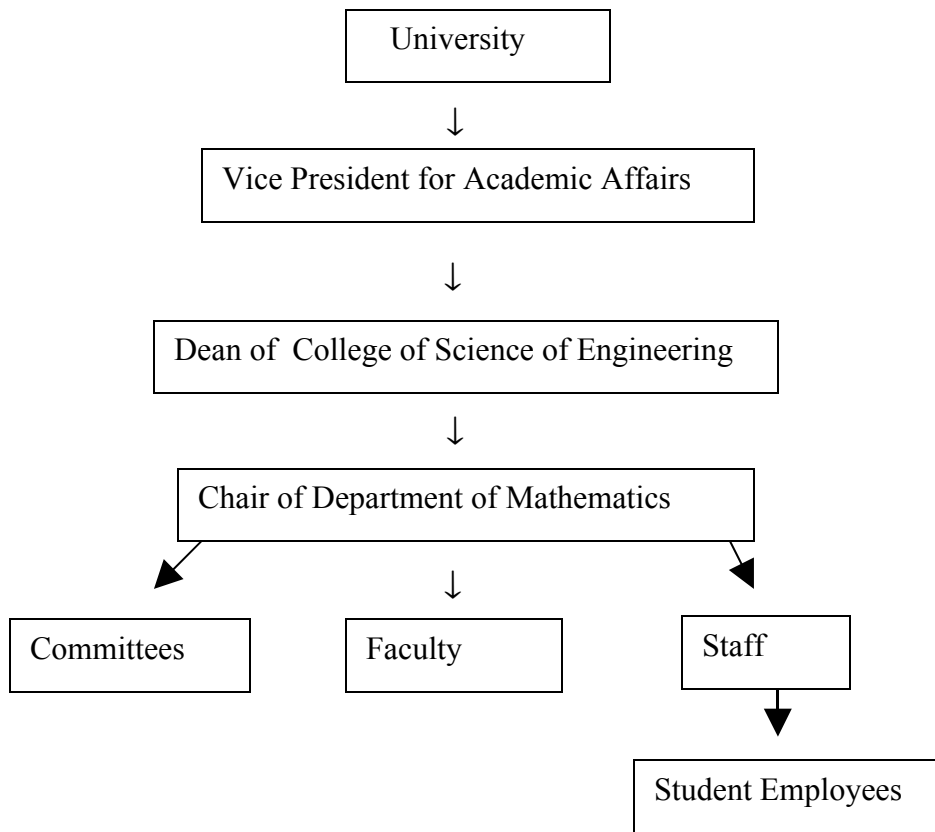
The Engineering Program at UTPA has enjoyed steady growth. This program is one of our significant clients. Every Engineering students is required to take Math 1401, 1402, 2401, and 3349. Together with STCC we are the only source for the Engineer's mathematical training. STCC offers the calculus courses and a course in differential equations.

Chapter 4 Departmental Organization

Approved:
Next review:

4.1 Organizational Chart

Approved:
Next review:



Chapter 5

Committee / Responsibilities

Approved:
New Review:

5.1 Curriculum Committee

Approved:
Next review:

We are currently in the process of outlining the responsibilities of the Curriculum Committee.

5.2 Scholarship Committee

Approved:
Next review:

The Scholarship Chairman ensures that the Mathematics Department scholarships are awarded according to University guidelines and the wishes of the donors. The chairman organizes a committee for each scholarship, informs the committee of the scholarship criteria, and maintains records. The chairman also works with the University Scholarship Coordinator to ensure that the scholarships are properly awarded and listed in the University Scholarship Guide.

Currently, the department has three active scholarships (at Pat Crofts Statistics Scholarship, the James W Petticrew scholarship, and the Sidney S. Draeger scholarship) and one inactive scholarship (the Goodier Math and Physical Science scholarship). Separate committees are formed for each scholarship. Each committee is respective scholarship, designing application forms, reviewing applicants credentials, choosing awardees, and notifying the recipients. Committees are also formed to awards scholarships that are financed from outside sources and appear on irregular bases, such as Wal-mart Competitive Edge Scholarship and University funded graduate scholarships.

5.3 Social Committee

Approved:
Next review:

The purpose of the social committee is to recognize the human element present in working together as colleagues within an academic environment social functions, support in times of personal need, recognition of individuals for achievement, and just plan fun are among the activities involved. By creating a spirit of unity, we can better accomplish our departmental goals and missions.

5.4 Graduate Student Advisory Committee

Approved:
New review:

Each year, students in the program select three members to serve on the Student Advisory Committee. The Purpose of this committee is to form and advisory panel for the department's Graduate Program Coordinator and Department Chair.

5.5 The Pre-Calculus Committee:

Approved:
Next review:

The Pre calculus Committee is responsible for developing the scope and sequence of the pre calculus course as well as preparation of a syllabus. The committee recommends textbooks for the course.

5.6 Technology Committee:

Approved:
Next review:

1. Assessing the technology needs of the department, and formulating proposals for Technology purchases using internal and external funds, such as incidental fees, Prof II, and Title III migrants.
2. Installing, maintaining, and inventorying the department's hardware and software.
3. Instructing faculty, staff, and students in the proper use of hardware and software.
4. Managing the computer labs, electronic classrooms, printers and servers, that are responsibility of the Department.
5. Seeing that University policy and license agreements are followed regarding the proper use of the department's hardware and software, and informing faculty, staff, and students above those policies and agreements (see HOP section 10.3.6.J on official business use, section 10.2.3 on damage and loss prevention, and section 10.2.6 on proper facilities use.)

5.7 Math Education Committee:

Approved:
Next review:

The Department of Mathematics Education Committee consists of the mathematics education faculty, those teaching mathematics education and teacher preparation related courses, and all interested department faculty.

One member of the committee (appointed or elected) is selected to serve as committee chair and Departmental Mathematics Education Coordinator to call meetings and carry out the work of the committee.

The committee oversees a.) the scheduling of mathematics Education/teacher preparation courses (elementary, elementary specialization, secondary, and graduate), b) the purchase and maintenance of material, equipment, and facilities needed to teach

these courses, c.) textbook selection and adoption for elementary mathematics education courses, and d.) construction and posting of recruitment flyers for the elementary mathematics specialization and other programs. The committee keeps abreast of teacher education concerns (ExCET certification,...) revises existing programs and courses offerings, reviews undergraduate and graduate catalog information, and advises the department in the areas of mathematics education/teacher preparation concerns.

5.8 Equipment Committee:

Approved:
Next review:

5.9 Graduate Committee:

Approved:
Next review:

The Graduate Committee advises the graduate coordinator and department chair regarding review and coordination of the graduate program in the department . Details of this committee can be found in MHOP Section 9.3.1.

5.10 Library Committee:

Approved:
Next review:

5.11 Merit Committee:

Approved:
Next review:

5.12 Publicity Committee:

Approved:
Next review:

The Publicity Committee informs various district, regional, and national communities on academic, professional, and scholarly events occurring in the Department of Mathematics. In particular, the committee may inform mathematics and education communities on news and events related to mathematical and educational issues. It is also the goal of the committee to inform the University community and the public, when appropriate, on events associated with the department. In these manners, the committee should be viewed as a tool to utilize for announcing events related to the professional scholarly growth of the department.

5.13 Safety Committee:

Approved:
Next review:

5.14 Scholarship Committee:

Approved:
Next review:

5.15 Space Committee:

Approved:
Next review:

5.16 Tenure and Promotion Committee:

Approved:
Next review:

5.17 Freshman Mathematics Textbook Adoption Committee:

Approved:
Next review:

5.18 Strategic Planning Committee

Approved:
Next review:

The Strategic Planning Committee is a permanent standing committee of the department established to assist the department's chair to (1) effectively plan its academic and administrative programs, services, and operations; (2) improve programs and services in a systematic manner, (3) responds to the needs of its various constituencies; and (4) correspond with the strategic planning cycles of the COS&E.

- to oversee and coordinate formal strategic planning processes and procedures for all the department's programs and committees.
- to organize revisions of the mission statements of departmental committees and programs and shepherd them through the approval process.
- to develop the department's planning document according to the University of Texas-Pan American guidelines.
- to support the department during accreditation processes.

5.19 Colloquium Committee

Approved:
Next review:

The Colloquium Committee is responsible for organizing colloquia talks sponsored or hosted by the Department of Mathematics. One of the committee's main missions is to seek potential colloquium speakers internally from the University or externally. Moreover, the committee will communicate all relevant information concerning talks to the potential speaker. Some of the specific duties performed by the committee include obtaining room reservations, distributing announcements, and participating in hosting the speaker.

5.20 Recruitment Committee

Approved:

Next review:

The Recruitment Committee is responsible for recruitment high school and university students to seek degrees in the Department of Mathematics. Its primary goal is to increment the number of students seeking mathematics majors or minors. The committee participates in recruitment activities on-campus off-campus with university programs. It also organizes and develops materials for recruitment functions.

Chapter 6

Office Procedures and Policies

Approved:
Next review

6.1 Administrative Procedures:

Approved:
Next review:

6.2 Selecting Department:

Approved:
Next review:

Selecting Departmental Chair: Specific procedures and terms for selection and retention of the Departmental Chair are specified in HOP 7.2.3. The Department Chair normally serves a three year term of appointment, and subject to a favorable review by the provisions of HOP 7.2.3.F., may continue to serve concurrent three year terms. Eligible departmental members, as specified by HOP 7.2.3.B., may elect a departmental search committee from eligible faculty members who shall, with the approval of the Dean and Provost, conduct either an external or wholly internal search by the terms of HOP 7.2.3.D. Successful candidates for the position must meet the minimum criteria specified in HOP 7.2.3.C., and any other criteria developed by the faculty and search committee that meets with approval chair are voted on by the eligible departmental members by secret ballot. The search committee shall tally the votes and forward the ballot count with recommendations and rationale to the Dean. The recommendations of the Dean shall then be forwarded to the Provost, who in turn forwards Provost recommendations to the President. The President shall either decide that the department chair's position shall remain unfilled and take the necessary steps to appoint an interim chair and authorize the department to institute another search for department chair, or else forward an appointment letter to the candidate selected, and shall inform the department of the final decision.

6.3 Financial Records:

Approved:
Next review:

Responsibility in the area of financial records falls upon the Department Chair as outlined in HOP, section 7.4.11. It is the duty of each faculty member to assist in the maintenance of these records through the prompt submission of all invoices, bills, statements, and packing slips relating to departmental funds. The aforementioned items should be submitted upon receipt to the Departmental Secretary for recording and filing. HOP, Sections 10.7.1 through 10.7.5 deal with budget policy and fiscal accountability. The Vice President of Business Affairs is designated as the custodian of records for the purposes of compliance with the Texas Open Records Act (HOP, section 10.2.7) and all requests for such information must be handled by the VPBA (HOP, section 10.1.6).

6.4 Purchases:

Approved:
Next review:

Assistance of the requestor may be sought in the preparation of technical specifications and / or the evaluation of bids. A sole source justification (Appendix 5) may be required if there is a specific vendor that must be used or a justification may be required if a vendor other than the low bid meeting the specification may be recommended by the requestor. Specific purchasing directives relating to specific types of purchases are included under the following sections of the HOP: special purchasing problems (10.3.6), consultant contracts (10.3.7), purchase of professional services (10.3.8), guest lecturer services (10.3.9), centralized travel services (10.3.10), and utilization of historically under-utilized business (HUB) firms (10.3.11). Purchases relating to official travel require an official approval for travel (see Travel Procedures below and HOP, sections 10.5.1 and 10.5.2) and purchases must be made through the centralized travel office as per HOP, section 10.3.10.

6.5 Travel Procedures:

Approved:
Next review:

Staff, and / or students within the department must obtain authorization for travel by procedures outlined in HOP, Section 10.5.1. Application for Travel forms (Appendix 6) are available in the Math Department office (MAGC 3.202 B) or can be purchased from Central Stores. Approved purposes for travel are outlined in HOP, Section 10.5.2. To be reimbursed for travel, a Travel Reimbursement Claim Form (Appendix 7) must be submitted within five working days following the travel. The claim forms are available in the department office, or can be purchased from Central Stores. The procedures for filing the Travel Reimbursement Claim Forms are outlined in HOP, Section 10.5.3. HOP, Section 10.5.4 outlines approved reimbursable travel expenses and rates. Reimbursement for personal car mileage between towns is limited to official distances between city of origin and city of destination. Official distances between municipalities within the State of Texas are documented in HOP, Section 10.5.5.

6.6 Student Travel:

Approved:
next review:

The Office of the Dean of Students is responsible for approving student travel which is related to class activities and / or travel that is funded and / or sponsored through the University. The faculty or staff member coordinating student travel must submit an Authorization for Student Travel (Appendix 8) form for the travel activity. Multiple dates involving travel to the same destination can be submitted using a single Authorization for Student Travel form. Each student participating in the travel activity must complete a Release and Indemnification Agreement (Appendix 9) to the Office of Dean of Students. If a participating student is a minor, the Office of the Dean of Students should be contacted for the appropriate approval form.

6.7 Employee Vacation and Leave Reports Review:

Approved:
Next review:

6.7.1 Leave of Absence without Pay:

Approved:
Next review:

Full time tenured or tenure track personnel, upon the recommendation of the President, may be granted a leave of absence without pay for a first year or portion thereof as outlined in HOP, Section 7.5.1. A second consecutive year's leave may be granted to a faculty member for the purpose of study, research, travel, service and / or personal reasons. Only in very unusual circumstances will a third consecutive year be granted. Faculty member requesting a leave of absence without pay shall submit an application request stating the purpose of the leave, destination, and period of time covered to his or her Department Chair. The Department Chair submits the application to the President through the Dean and Provost with each administrator providing a recommendation regarding the request for leave without pay to the President for approval. The faculty member is eligible for another one-year leave after a return to active duty of one or more years.

6.7.2 Absences for Conferences and Professional meeting:

Approval:
Next review:

Faculty and staff members may request authorized absences to attend conferences and professional meetings when such attendance will enhance the prestige (and / or development) of the University, contribute to personal professional development and / or lead to the advancement of knowledge within their professional field. Policies and procedures to follow for such absences are outlined in HOP, Section 7.4.6 and 7.5.2. Requests for such absences should be initiated at least ten days in advance of the date of departure, unless such absences involve travel to foreign countries other than Canada and Mexico in which the request must be made 60 days prior to departure. Absences should not be scheduled during critical periods of operation, such as registration at the beginning of the semester and final examinations at the end of a semester.

6.7.3 Sick Leave:

Approval:
Next review:

Sick leave hours, and regulations for taking and reporting Sick Leave are covered in HOP, Section 10.6.2. Procedures to follow when absent from regular duties and classroom activities are covered in HOP, Section 7.4.6. Regular full time employees earn sick leave at the rate of 8 hours per month. Sick leave earned but not taken in one fiscal

year shall be carried forward to the next fiscal year without limit. An employee may take sick leave when sickness, injury, or pregnancy and confinement prevent the employee's performance of duty or when the employee is needed to care and assist a member of his immediate family who is actually ill. A regular employee may use up to eight hours of sick leave each calendar year to attend parent-teacher conference sessions for the employee's children who are in pre-kindergarten through 12th grade provided reasonable notice of intention to use sick leave to attend such conferences. An employee who must be absent from work because of illness shall notify his/her supervisor or cause him/her to be notified at the earliest practicable time. Sick leave taken by faculty employees is reported in The University of Texas-Pan American Salaried Absence Report (Appendix to) that is distributed by the department chair or his or her designee. It is the Department Chair's responsibility to require faculty employees within his or her department to report sick leave when they miss classes due to illness. The amount of sick leave shall not exceed 40 hours per week.

6.8 Timecards:

Approval:

Next review:

Timecards are handled by the Department Chair's secretary. All employees are required to complete timecards at the end of each month (HOP, Section 8.2.7).

6.9 Inventory Records:

Approval:

Next review:

The State of Texas requires accountability and responsibility for state property under HOP, Section 10.2.2. The Department Chair is the account manager for all property used by the department and this responsibility can not be delegated. It is the responsibility of the Department Chair to conduct a complete inventory of all non-consumable property annually as outlined in HOP, Section 10.2.5. The Chair may be assisted in the annual inventory by faculty and staff, but the responsibility for all property still resides with the Chair. It is the responsibility of the faculty and staff to take every reasonable precaution to prevent loss of or damage to University property while in use by themselves or students under their direct supervision (HOP, section 10.2.3). Department Chairs are responsible for insuring that individual inventory managers maintain their accounts in accordance with University and State policies including movable equipment acquired under grants from the federal government as described under HOP, section 10.2.4. The prescribed physical inventory of non-consumable property is due to Property Control during the first week of August.

Chapter 7

Employee Evaluation Plan

7.1 Student Evaluation

Approved:
Next review:

Student evaluation of teaching effectiveness is outlined in HOP 7.2.1. The purpose, scope and frequency, can all be found there. Each faculty member shall conduct a university specified survey in at least two of their classes each semester of the regular academic year as outlined in the HOP.

7.2 Annual Faculty Evaluation:

Approved:
Next review:

The Annual Faculty Evaluation is specified in HOP 7.2.7. It is to be done in the fall of each year. This section outlines the details of how this is carried out in the department.

The Department Chair calls a meeting of the faculty. Members of the faculty are elected to the Faculty Evaluation Committee. The Committee meets and selects a chair of the committee. The chair of the committee conducts subsequent meetings of the committee, coordinates the evaluation process at the department level, and represents the department at the college level.

7.2.1 GUIDELINES FOR PREPARING FACULTY EVALUATION FORM

Approved:
Next review:

All faculty members will be evaluated on an annual basis. The evaluation will cover Teaching Effectiveness, Professional Achievement and Professional Service. The evaluation folder Should include 1) a cover sheet, 2) the Faculty Summary Form, and 3) explanatory discussions and documentation Supporting the listed activities.

7.2.2 COVER SHEET

Approved:
Next review:

You should provide a cove sheet indicating:

1. your name
2. rank and status (tenure-track,...)
3. weights –
 - (a) Teaching Effectiveness _____
 - (b) Professional Achievement _____
 - (c) Professional Service _____

The weighting should be listed in compliance with the ranges and order listed in the Criteria and Procedures for the Annual Faculty Evaluation in the College of Arts and Science.

4. that the material included in the folder is proper for the current evaluation period.
For the current evaluation period.
From _____ To _____
5. that the folder is complete and accurate, to the best of your knowledge, and represents your own work/merits.
6. Date _____ Signed _____

7.2.3 The Faculty Summary Activity Form

Approved:

Next review:

The Faculty Summary Activity Form should include only a listing of activities in each category. This form along with the Student Evaluation Summary Sheets and copies of all course Syllabi will be forwarded to the school Committee.

7.2.4 EXPLANATORY DISCUSSIONS AND DOCUMENTATION

Approved:

Next review:

Documentation and explanations for the listed activities should Accompany the Faculty Summary Activity Form. The documentation will be reviewed by the department and shall remain at the departmental office through the evaluation process. The purpose of providing the documentation and explanatory material is to help the reviewer determine the quality of the faculty member's work. This documentation should include a short paragraph to explain each activity and the faculty member's individual contribution to the work. The faculty member should view these paragraphs as a self evaluation of his/her work. It is the responsibility of each faculty member to include all necessary materials. Activities which are not outlined in this document may also be included for consideration. If a faculty member believes that An activity should be considered in more than one area, he/she may list it in both, provided a notation is made of the double listings. A faculty member may be uncertain as to where to list an activity. In this case, he/she list it in the area where he/she believes it belongs. This material should be presented in an orderly and concise way, following, at least in outline, the headings, sequence and numbering scheme used in this document.

- i. Please order and number activities to correspond to the following categories.
- ii. Indicate if an activity is listed in more than one place and how the activity relates to the category in which it is placed.
- iii. The order of the following items does not imply an order of importance.

7.2.5 CRITERIA For Performance events

Approved:

Next review:

Each faculty member will be evaluated according to the criteria in this document. This criteria are meant to serve a s guidelines. The reviewer should consider not only the

quantity of activities, but also the quality of the work. Furthermore, if a faculty member has included additional activities not listed in this document, the reviewer must use his / her own judgment to evaluate the activities.

7.2.6 Teaching Effectiveness

Approved:

Next review:

Teaching effectiveness is primarily concerned with the thorough and proper delivery of content instruction and the manner of evaluating the students' knowledge or skill of such content attainment. Activities that support these goals are listed below.

I. Student Opinions

Please provide the following summary information from the student evaluations for each course.

Course. Section	# Excelent	# Good	# Avg	# Fair	# Poor
	%Excelent	% Good	%Avg	% Fair	% Poor
"	"	"	"	"	"
"	"	"	"	"	"
Total	# Excelent	#Good	# Avg	# Fair	# Poor
	%Excelent	%Good	% Avg	%Fair	%poor

Descriptions of the four categories of achievement in Teaching Effectiveness are given at the end of this section. The descriptions refer to the categories of student opinions listed below:

a) Lack of negative opinions:

Number of classes	Responses in lowest 2 categories
1. all	$\leq = 10 \%$
2. all	$\leq = 25 \%$
3. majority	$\leq = 25 \%$
4. majority	$\leq = 40 \%$

b) Positive opinions:

Number of classes	Responses in highest 2 Categories
1. all	$\leq = 85 \%$
2. all	$\leq = 75 \%$
3. majority	$\leq = 75 \%$
4. majority	$< = 40 \%$

2. Course Preparation and Professional Development

a) Course syllabi

Note: These should be attached to the FACULTY

SUMMARY ACTIVITY FORM

- b) Evidence of comprehensive and current knowledge of teaching field:
 - i. attending seminars
 - ii. attending mini courses
 - iii. attending conferences
 - iv. serving on textbook review committees
 - v. serving as referee for a publisher
 - iv. material from other categories may be used in support of this category
 - vii. published solutions to journal problems
 - viii. other

Development and/or use of teacher material or supplements, delivery systems or classroom procedures that enhance and support instruction.

- i. workbooks
- ii. handouts
- iii. displays
- iv. labs
- v. notebooks
- vi. computer programs
- vii. innovative instructional methods or procedures
- viii. other

- d) Development and/or use of innovative evaluation procedures that enhance and support instruction.
 - 1. evaluating for mastery
 - 2. comprehensive testing
 - 3. pre-post testing
 - 4. inventory testing
 - 5. testing procedures that teach while testing
 - 6. evaluation formulas or schemes using factors and/or dimensions besides tests.
 - 7. other
- e) Contributions to curriculum and course development
 - 1. New courses developed (major contribution)
 - 2. New content developed for existing courses
 - 3. Developing changes in content or emphasis for existing courses
 - 4. other
- f) Other professional development

3. Other Evidence of Teaching Effectiveness

- a) Teaching to peers or approved groups
 - i. Seminars
 - ii. mini-courses
 - iii. project workshops
 - iv. content presentations at area schools
 - v. other
- b) Other teaching functions

- i. graduate level courses
- ii. wide variety of courses
- iii. arranged courses gratis
- iv. teaching students outside regular office hours
- v. supervising students' research, projects or presentations
- vi. other

c) Additional evidence

- i. awards and honors received for excellent teaching
- ii. Outstanding support letters from peer evaluations
- iii. evidence of student success in subsequent courses and/or careers

7.2.7 Profiles for Teaching Effectiveness

Approved:

Next review:

The table below lists profiles for each of four categories of Teaching effectiveness. Placement in a category is based on 1) students opinion (e.g., I.a.1 refers to student responses in which all classes had $\leq 10\%$ of responses in the lowest two categories), and 2) teaching effectiveness as indicated in II and III. Further discrimination within the categories is to be done comparatively at the time of evaluation.

Major contributions are to be distinguished among the items listed in 2 and 3. Major contributions can impact either course or program content or structure, faculty members' instruction or knowledge, or large numbers of students in some positive or constructive way. A major contribution usually has long-term, lasting consequences or influence.

<u>Student Opinion</u>	<u>Teaching Contributions</u>
TRULY OUTSTANDING (9-10)	

I.a.1 and I.b.1 and other teaching contributions

or

I.a.2 (or lower) and I.b.2 (or lower) and 1 major or 4 non-major

or

I.a.3 (or lower) and I.b.3 (or lower) and 2 major or 8 non-major

or

I.a.4 (or lower) and I.b.4 (or lower) and 3 major or 12 non-major

EXCELLENT (7-8)

I.a.2 (or lower) and I.b.2 (or lower) and other contributions

or

I.a.3 (or lower) and I.b.3 (or lower) and 1 major or 4 non-major

or

I.a.4 (or lower) and I.b.4 (or lower) and 2 major or 8 non-major

AVERAGE (4-6)

I.a.3 (or lower) and I.b.3 (or lower) and other contributions

or

I.a.4 (or lower) and I.b.4 (or lower) and 1 major or 4 non-major

BELOW AVERAGE (0-3)
I.a.6 (or lower) and I.b.4 (or lower)

7.2.8 Professional Achievement

Approved:

Next review:

Professional achievement is primarily concerned with advancing knowledge in the academic disciplines of the department: mathematics, computer science, mathematics education, and statistics.

In reviewing a faculty member's professional achievement on an annual basis, both the quality and the quantity of the contributions must be taken into account. In order to evaluate this quality, copies of the document should be included, with a self assessment of the significance of the contribution. Co-authored papers are typically treated as a publication for each author.

Given the primarily instructional mission of the university and the limited time provided faculty members to develop a research program, it is unrealistic to expect a steady stream of published research on an annual basis from the faculty of this department. What is expected is evidence of scholarly activity with the occasional "breakthrough" of publication. Ordinarily a paper is considered published when it has been accepted--a faculty member is expected to provide documentation of acceptance. The faculty member has the option of including the paper when accepted or when actually published. If a paper that has already appeared in print is included in the annual evaluation, then the faculty member must include assurance that paper has not been listed as accepted as part of a previous evaluation.

- I. Peer reviewed (refereed) publications.
The highest level of achievement is peer reviewed (refereed) publication.
 - a) Books
 - b) Journal articles
 - c) Peer reviewed presentations, appearing in proceedings.
2. Competitively awarded grants
 - a) Obtaining competitively awarded grants
3. Presentations
 - a) Presentations at scholarly meetings
 - b) Presentations to conferences or workshops
4. Other scholarly activity
 - a) Ongoing work on competitively awarded grants
 - b) Publications that are refereed (including critical reviews)
 - c) Scholarly, researched based presentations to departmental or campus seminars
 - d) Published solutions to journal-posed problems where are of a research nature
 - e) Completed but unfunded, grant proposal
 - f) Contributions to audio-visual or computed-based media
 - g) Research papers in progress that are in working draft form
 - h) Technical reports
 - i) Scholarly reviews of literature

Notes:

- i. Presentations that are not of a scholarly nature (i.e., are not presented an audience of peers) should be listed as service or teaching.
- i. Solutions to journal-posed problems not of a research nature should
- iii. Dissertation should be listed under teaching effectiveness.

5. Recognition from the profession
 - a) Awards from professional societies
 - b) Membership on editorial or review panels in the field
 - c) Acting as moderator or commentator at sessions of professional meetings
 - d) Serving as referee for publisher or editorNote: These activities are given credit under service as well

7.2.9 Profiles for Professional Achievement

Approved:

Next review:

Listed below are profiles in each of four categories of achievement. Further discrimination within the categories is to be done comparatively at the time of evaluation.

TRULY OUTSTANDING (9-10)

This category of achievement is reserved for those faculty who have at least two peer reviewed publications or competitively awarded grants, at least two scholarly presentations, and other examples of non-reviewed activity. An extensive list of nationally recognized scholarly presentations and/or grant activity may indicate placement in this category with only one peer reviewed publication. For the highest award, some evidence of outstanding work at the national level must be presented.

EXCELLENT (7-8)

An excellent level of achievement should include a peer reviewed publication or competitively awarded grant; and a scholarly presentation. If the number of scholarly presentation is large and of high quality (presented to national audience) and other non-reviewed activity is extensive, a faculty member may be placed in this category without a publication or grant.

AVERAGE (4-6)

The average level of achievement in the department should include at least a scholarly presentation, or work on competitively awarded grant, or publication at a local or regional level; and several examples of non-reviewed activity.

BELOW AVERAGE (0-3)

Achievement in this category would range from none (the low end) to two or three examples of non-reviewed work.

7.2.10 Professional Service

Approved:

Next review:

Service is primarily concerned with the participation in activities which assist in carrying out the mission of the university and which contribute to one's profession.

Service activities have been grouped into the following three areas. Examples of activities to be considered in the evaluation are listed under each area.

1. Departmental or Student oriented service
 - a) Departmental administrative duties
 - b) Departmental committees
 - c) Student advising (e.t., Degree plans, UCAP, Freshman orientation)
 - d) Sponsorship of student organization

- e) Other
- 2. University Service outside department
 - a) University committees or councils
 - b) College committees
 - c) Faculty senate
- 3. Service to the Community and Professional Organizations
 - a) Community Service
 - 1. active participation in professional related community organizations
 - 2. participation in local boards and committees in the area of professional expertise
 - 3. work activities related to public schools and educational organizations
 - 4. professional consulting in the community
 - 5. presentations of workshops, conferences, or seminars to the community
 - b) Service to Professional Organizations
 - 1. active membership in professional and educational associations
 - 2. participation at professional meetings
 - 3. participation on boards and committees of professional organizations
 - 4. assistance to professional organizations in organizing seminars, workshops, etc.

7.2.11 Profiles for Service

Approved:

Next review:

Listed below are profiles in each of four categories of service. Further discrimination within the categories is to be done comparatively at the time of evaluation.

TRULY OUTSTANDING (9-10)

This category of service is reserved for faculty who:

- 1. have served in the Departmental or Student area,
- 2. have served the University outside the department,
- 3. have a contribution in the area of Community and Professional; service
- 4. plus three other contributions not included in 1,
- 5. with a major role in at least 2 of the areas.
- 6. contributions in areas I, II, and III must be ongoing during the evaluation period.

EXCELLENT (7-8)

An excellent level of service would include

- 1. participation in four service activities,
- 2. from at least two areas,
- 3. with a major role in one activity.

AVERAGE (4-8)

An average level of service should include participation in at least 2 activities.

BELOW AVERAGE (0-3)

Service in this category would include participation in 1 activity or less.

7.3 Chair Evaluation

Approved:

Next Review:

7.4 Faculty Tenure Plan

Approved:
Next review:\

Minimum Criteria for Attainment of tenure

7.5 Promotion:

Approved:
Next review:

Promotion Standards for Faculty members

7.6 Post-tenure Review:

Approved:
Next review

7.7 Termination of Faculty members

Chapter 8

Employee Standards

8.1

Approved:
Next review:

The Department of Mathematics is governed by H.O.P. 6.1.1 in all issues related to and concerning the recruitment and hiring of faculty. The Tenured and Tenure-Track Faculty, after consultation with the dean, will determine the selection of the committee membership and committee organization. The size of the committee may vary depending on the nature and number of positions.

8.2 Faculty Employment Policies

Approved:
Next review:

8.2.1 Faculty Outside Employment

Approved:
Next review:

Faculty outside employment is any activity performed by a member of the faculty, other than fulfilling employment obligations at The University of Texas-Pan American, for which remuneration is received.

In many cases, appointments as consultants or advisors to governmental agencies, industry, or other educational institutions result in professional improvement of the individual by virtue of his or her continuing contact outside the University. This personal and professional growth can be a great asset to the University. Conflicts of interest with employment obligations at The University of Texas-Pan American should be avoided and any outside employment which may intrude upon the academic functions of teaching, scholarly activities, and service to the institution is prohibited.

Prior approval for outside employment is required in some cases. More details are available in University Handbook of Operating Procedures.

Departmental or University stationary, address, phone numbers, property, or resources should not be used in connection with outside remunerative activities, or any activities not directly associated with the mission of the Department and the University.

Check the University of Texas-Pan American Handbook of Operating Procedures for further details regarding outside employment.

8.3 Termination of Employment of a Faculty Member

Approved:
Next review:

Reasons and procedures for termination of tenured and nontenured faculty are in the Regents Rules and Regulations and The Handbook of Operating Procedures.

8.4 Retirement

Approved:
Next review:

Retirement benefits to university employees are outlined in HOP, Section 9.1. Policies and procedures involving faculty resignation and retirement are outlined in HOP, Section 7.1.3. All eligible employees will be enrolled the Teacher Retirement (TRS) from the first day of employment except that any employee who is eligible to participate in the Optional Retirement Program (ORP), may initially enroll in that program if he or she is prepared to select a carrier on or before the first day of employment. Full-time faculty employees and certain full-time administrative employees are eligible to participate in the Optional Retirement Program and have 90 days from the first day of employment to make a one time irrevocable election to participate in the Optional Retirement Program. Failure of the employee to make the election within 90 days will disqualify him or her from future participation in the program. Monies contributed under either TRS or ORP are not available in any way to employees as long as they are still employed by the University Retirement benefits to university employees are outlined HOP, Section 9.1 Policies and procedures involving faculty resignation and retirement are outlines HOP, Section 7.1.3

8.5 Work load and Work Load reduction Policies and Procedures

Approved:
Next review:

Workload Policies and Workload Reductions: The mathematics department at UTPA is governed by H.O.P. document 7.4.4 in all issues related to and concerning workload policies and workload reduction practices.

Each major area represented by a committee provides input to the scheduler nominated by the department chair. The scheduler will receive input from the departmental committees designated by the department chair, who will make the teaching assignments based on the integrated recommendations produced by the scheduler.

8.6 Staff Employment Policies:

Approved:
Next review:

8.7 Student/Work Study Employment Policies

Approved:
Next review:

8.8 Staff and Faculty Identification Cards:

Approved:
Next review:

8.9 Fraud Policy:

Approved:
Next review:

8.10 General office or Department Procedures

Approved:
Next review:

8.11 Procedures on Handling Property and Equipment of the University:

Approved:
Next review:

8.12 Confidentiality

(Computer, passwords; student data) Approved:
Next review:

All employees of the Department follow the directives set forth in manual provided by the Office of the Vice President for Business Affairs. These policies comply with federal and state confidentiality laws and University Policies. A copy of the manual is provided to all new employees and is available upon request to any University employee. The Math Department is committed to compliance with these policies.

8.13 Injury and Accident Procedures:

Approved:
Next review:

All emergency situations should be reported immediately to The University of Texas-Pan American Police Department, 381-2797. Safety Procedures (Environmental Health Safety): See the Campus Safety Program in HOP, section 10.9.3.

8.14 Sexual Harassment/Discrimination

Approved:
Next review:

Chapter 9

Degree and Certification Programs

Approved:
Next review:

9.1 Accreditation Procedures

Approved:
Next review:

9.2 Bachelor of Mathematics

Approved:
Next review:

9.3 Master of Mathematics

Approved:
Next review:

9.3.1 Graduate Program Overview:

Approved:
Next review:

The Department of Mathematics offers a 36-hour non-thesis program leading to a Master of Science in Mathematics. This masters program consists of two options, Mathematics Teaching and Mathematical Science, designed to prepare students in their pursuit of further professional development and for advanced graduate studies in their area of specialization. All students complete a core curriculum consisting of analysis, modern algebra, mathematical modeling, and probability and statistics. Students in the mathematics teaching concentration select electives from a collection of courses designed to enhance and develop further their pedagogical skills. Students choosing the Mathematical sciences option select electives in a variety of advanced topics in mathematics.

Students seeking admission to the graduate program in mathematics must (a) satisfy all university requirements for admission to graduate study at UTPA, and (b) hold a bachelor's degree (or equivalent) in mathematics or related field. Students without appropriate undergraduate are required to complete a program of appropriate coursework prior to admission to the program. Students seeking graduation must complete all course requirements as listed in the graduate catalog, as well as pass a comprehensive examination.

9.3.2 Graduate Program Administration

Approved:
Next review:

The Department's Graduate Program Coordinator and Department Chair are responsible for the organization and administration of the graduate program. The Chair selects the Coordinator, and communicates with the Coordinator on all aspects of the graduate program. Duties of the Coordinator include recruitment, evaluation of applicants, orientation

of new students, course scheduling, advising, program review, oversight of teaching assistantship and scholarships, administration of the comprehensive masters exam, and post graduation follow up. The Coordinator is normally given a 1/4-time release each long semester to perform these duties.

9.3.3 Graduate Faculty

Approved:

Next review:

Faculty wishing to teach graduate courses must follow the University's HOP guidelines to obtain and maintain Graduate Faculty status. Faculty teaching graduates courses are eligible for additional release time subject to Provost approval.

9.3.4 Program Review

Approved:

Next review:

The graduate program in mathematics is evaluated every 10 years through SACS, and every 5 years through the university's Academic Program Review.

9.4 Excet:

Approved:

Next review:

Students who major or minor in mathematics and wish to receive teacher certification to teach mathematics courses at the secondary school level must complete the State-level ExCET exam in the area of mathematics. A minimum of at least one Department of Mathematics faculty member will serve as Department ExCET coordinator/representative(s). The ExCET coordinator /representative(s) will:

1. keep the Department informed regarding state requirements for the Department to maintain accreditation of its preparation program and/or state or university requirements for students to take the mathematics ExCET, (The coordinator /representative(s) will thus advise the Department on any curricular, advising, and/or other changes which might improve the student pass rate on the ExCET exam. The ExCET coordinator/representative(s) will need to be liaisons to the UTPA ExCET office and be kept informed of relevant information coming from SBEC (the State Board for Educator Certification), the UTPA teacher certification office, the UTPA teacher education committee, and the local ExCET office.)
- 2) maintain a record of the Department's eligibility requirements and provide for the approving bar code registration for students who have met the requirements, (This involves reviewing transcripts for course and gpa requirements, checking workshop attendance, and seeing that the student has passed a Department administered benchmark test.)
- 3) coordinate the scheduling and administration of Departmental ExCET Mathematics Preparation Workshops and Benchmark Tests. (This may involve
 - (a.) posting the workshop schedule on flyers, web pages, and with the local ExCET office,
 - (b) arranging for rooms, volunteer faculty, and equipment to do Mathematics Preparations Workshops,

- (c) providing workshop sign-in sheets, attendance certificates, test Benchmark Test booklets and answer sheets,
- (d) maintaining the security of the Department's battery of Benchmark Tests, making revisions and extensions as needed,
- (e) grading and record keeping for taken tests,
- (f) issuing individual student performance reports, and
- (g) studying relationships between departmental eligibility requirements and student performance on the actual State-level Mathematics ExCET test.)

Organizational Chart

University President
 Vice President for Academic Affairs
 Dean of the College of Science and Engineering
 Chair of the Department of Mathematics

Committees

Faculty

Staff

Student Employees

OFFICE PROCEDURES AND POLICIES

Administrative Procedures

CRITERIA FOR ANNUAL FACULTY EVALUATION

DEPARTMENT OF MATHEMATICS

University of Texas Pan American

Approved by Department September 18, 1990

GUIDELINES FOR PREPARING FACULTY EVALUATION FORM

All faculty members will be evaluated on an annual basis. The evaluation will cover teaching effectiveness, professional Achievement and professional service. The evaluation folder Should include 1) a cover sheet, 2) the Faculty Summary Form, and 3) explanatory discussions and documentation Supporting the listed activities.

COVER SHEET

You should provide a cover sheet indicating:

- 1) your name
- 2) rank and status (tenure-track,...)
- 3) weights -

Teaching Effectiveness _____
 Professional Achievement _____

Professional Service _____

The weighting should be listed in compliance with
The ranges and order listed in the Criteria and
Procedures for the Annual Faculty Evaluation in the
College of Arts and Science.

- 4) that the material included in the folder is proper for
the current evaluation period.
For the current evaluation period.

From _____ To _____

- 5) that the folder is complete and accurate, to the best
of your knowledge, and represents your own
work/merits.
- 6) Date _____ Signed _____

THE FACULTY SUMMARY ACTIVITY FORM

The Faculty Summary Activity Form should include only a
listing of activities in each category. This form along with the
Student Evaluation Summary Sheets and copies of all course
Syllabi will be forwarded to the School Committee.

EXPLANATORY DISCUSSIONS AND DOCUMENTATION

Documentation and explanations for the listed activities should
Accompany the Faculty Summary Activity Form. The
documentation will be reviewed by the department and shall
remain at the departmental office through the evaluation
process. The purpose of providing the documentation and
explanatory material is to help the reviewer determine the quality of
the faculty member's work. This documentation should include a short
paragraph to explain each activity and the faculty member's individual
contribution to the work. The faculty member should view these paragraphs
as a self evaluation of his/her work. It is the responsibility of each faculty
member to include all necessary materials. Activities which are not outlined
in this document may also be included for consideration. If a faculty member
believes that An activity should be considered in more than one area, he/she may
list it in both, provided a notation is made of the double listing. A faculty member
may be uncertain as to where to list an activity. In this case, he/she should list it in
the area where he/she believes it belongs. This material should be presented in an
orderly and concise way, following, at least in outline, the headings, sequence and
numbering scheme used in this document.

- i. Please order and number activities to correspond to the
following categories.
- ii. Indicate if an activity is listed in more than one place and

how the activity relates to the category in which it is placed.

- iii. The order of the following items does not imply an order of importance.

CRITERIA For Performance events

Each faculty member will be evaluated according to the criteria in this document. These criteria are meant to serve as guidelines. The reviewer should consider not only the quantity of activities, but also the quality of the work. Furthermore, if a faculty member has included additional activities not listed in this document, the reviewer must use his/her own judgement to evaluate the activities.

Teaching Effectiveness

Teaching effectiveness is primarily concerned with the thorough and proper delivery of content instruction and the manner of evaluating the students' knowledge or skill of such content attainment. Activities that support these goals are listed below.

I. Student Opinions

Please provide the following summary information from the student evaluations for each course.

<u>Course. Section</u>	<u># Exclnt</u>	<u># Good</u>	<u># Avg</u>	<u># Fair</u>	<u># Poor</u>
	<u>%Exclnt</u>	<u>% Good</u>	<u>%Avg</u>	<u>% Fair</u>	<u>% Poor</u>
"	"	"	"	"	"
"	"	"	"	"	"
<u>Total</u>	<u># Exclnt</u>	<u># Good</u>	<u># Avg</u>	<u># Fair</u>	<u># Poor</u>
	<u>%Exclnt</u>	<u>%Good</u>	<u>% Avg</u>	<u>%Fair</u>	<u>%poor</u>

Descriptions of the four categories of achievement in Teaching Effectiveness are given at the end of this section. The descriptions refer to the categories of student opinions listed below:

- a) Lack of negative opinions:

<u>Number of classes</u>	<u>Responses in lowest 2 categories</u>
1. all	<= 10 %
2. all	<= 25 %
3. majority	<= 25%
4. majority	<= 40%

- b) Positive opinions:

Number of classes	Responses in highest 2 Categories
=====	=====
1. majority	$\geq 85\%$
2. majority	$\geq 75\%$
3. half	$\geq 75\%$
4. majority	$\geq 40\%$

II Course Preparation and Professional Development

a) Course syllabi

Note: These should be attached to the FACULTY SUMMARY ACTIVITY FORM

b) Evidence of comprehensive and current knowledge of teaching field:

1. attending seminars
2. attending mini courses
3. attending conferences
4. serving on textbook review committees
5. serving as referee for a publisher
6. material from other categories may be used in support of this category
7. published solutions to journal problems
8. other

c) Development and/or use of teacher material or supplements, delivery systems or classroom procedures that enhance and support instruction.

1. workbooks
2. handouts
3. displays
4. labs
5. notebooks
6. computer programs
7. innovative instructional methods or procedures
8. other

d) Development and/or use of innovative evaluation procedures that enhance and support instruction.

1. evaluating for mastery
2. comprehensive testing
3. pre-post testing
4. inventory testing
5. testing procedures that teach while testing
6. evaluation formulas or schemes using factors

and/or dimensions besides tests.

7. other
- e) Contributions to curriculum and course development
1. New courses developed (major contribution)
 2. New content developed for existing courses
 3. Developing changes in content or emphasis for existing courses
 4. other
- f) Other professional development

III. Other Evidence of Teaching Effectiveness

a) Teaching to peers or approved groups

1. Seminars
2. mini-courses
3. project workshops
4. content presentations at area schools
5. other

b) Other teaching functions

1. graduate level courses
2. wide variety of courses
3. arranged courses gratis
4. teaching students outside regular office hours
5. supervising students' research, projects or presentations
6. other

c) Additional evidence

1. awards and honors received for excellent teaching
2. Outstanding support letters from peer evaluations
3. evidence of student success in subsequent courses and/or careers

Profiles for Teaching Effectiveness

The table below lists profiles for each of four categories of Teaching effectiveness. Placement in a category is based on 1) students opinion (e.g., I.a.1 refers to student responses in which all classes had $\leq 10\%$ of responses in the lowest two categories), and 2) teaching effectiveness as indicated in II and III. Further discrimination within the categories is to be done comparatively at the time of evaluation.

Major contributions are to be distinguished among the items listed in II and III. Major contributions can impact either course or program content or structure, faculty members' instruction or knowledge, or large numbers of students in some positive or constructive way. A major contribution usually has long-term, lasting consequences or influence.

Student Opinion

Teaching Contributions

TRULY OUTSTANDING (9-10)

- I.a.1 and I.b.1 and other teaching contributions
or
- I.a.2 (or lower) and I.b.2 (or lower) and 1 major or 4 non-major
or
- I.a.3 (or lower) and I.b.3 (or lower) and 2 major or 8 non-major
or
- I.a.4 (or lower) and I.b.4 (or lower) and 3 major or 12 non-major

EXCELLENT (7-8)

- I.a.2 (or lower) and I.b.2 (or lower) and other contributions
or
- I.a.3 (or lower) and I.b.3 (or lower) and 1 major or 4 non-major
or
- I.a.4 (or lower) and I.b.4 (or lower) and 2 major or 8 non-major

AVERAGE (4-6)

- I.a.3 (or lower) and I.b.3 (or lower) and other contributions
or
- I.a.4 (or lower) and I.b.4 (or lower) and 1 major or 4 non-major

BELOW AVERAGE (0-3)

- I.a.6 (or lower) and I.b.4 (or lower)

Professional Achievement

Professional achievement is primarily concerned with advancing knowledge in the academic disciplines of the department: mathematics, computer science, mathematics education, and statistics.

In reviewing a faculty member's professional achievement on an annual basis, both the quality and the quantity of the contributions must be taken into account. In order to evaluate this quality, copies of the document should be included, with a self assessment of the significance of the contribution. Co-authored papers are typically treated as a publication for each author.

Given the primarily instructional mission of the university and the limited time provided faculty members to develop a research program, it is unrealistic to expect a steady stream of published research on an annual basis from the faculty of this department. What is expected is evidence of scholarly activity with the occasional "breakthrough" of publication. Ordinarily a paper is considered published when it has been accepted--a faculty member is expected to provide documentation of acceptance. The faculty member has the option of including the paper when accepted or when actually published. If a paper that has already appeared in print is included in the annual evaluation, then the faculty member must include assurance that paper has not been listed as accepted as part of a previous evaluation.

I. Peer reviewed (refereed) publications.

The highest level of achievement is peer reviewed (refereed) publication.

- a) Books
- b) Journal articles
- c) Peer reviewed presentations, appearing in proceedings.

II. Competitively awarded grants

- a) Obtaining competitively awarded grants

III. Presentations

- a) Presentations at scholarly meetings
- b) Presentations to conferences or workshops

IV. Other scholarly activity

- a) Ongoing work on competitively awarded grants
- b) Publications that are refereed (including critical reviews)
- c) Scholarly, researched based presentations to departmental or campus seminars
- d) Published solutions to journal-posed problems where are of a research nature
- e) Completed but unfunded, grant proposal
- f) Contributions to audio-visual or computed-based media
- g) Research papers in progress that are in working draft form
- h) Technical reports
- i) Scholarly reviews of literature

Notes:

- i. Presentations that are not of a scholarly nature (i.e., are not presented to an audience of peers) should be listed as service or teaching.
- ii. Solutions to journal-posed problems not of a research nature should be listed under teaching.
- iii. Dissertations should be listed under teaching effectiveness.

V. Recognition from the profession

- a) Awards from professional societies

- b) Membership on editorial or review panels in the field
- c) Acting as moderator or commentator at sessions of professional meetings
- d) Serving as referee for publisher or editor

Note: These activities are given credit under service as well

Profiles for Professional Achievement

TRULY OUTSTANDING (9-10)

This category of achievement is reserved for those faculty who have at least two peer reviewed publications or competitively awarded grants, at least two scholarly presentations, and other examples of non-reviewed activity. An extensive list of nationally recognized scholarly presentations and/or grant activity may indicate placement in this category with only one peer reviewed publication. For the highest award, some evidence of outstanding work at the national level must be presented.

EXCELLENT (7-8)

An excellent level of achievement should include a peer reviewed publication or competitively awarded grant; and a scholarly presentation. If the number of scholarly presentation is large and of high quality (presented to national audience) and other non-reviewed activity is extensive, a faculty member may be placed in this category without a publication or grant.

AVERAGE (4-6)

The average level of achievement in the department should include at least a scholarly presentation, or work on competitively awarded grant, or publication at a local or regional level; and several examples of non-reviewed activity.

BELOW AVERAGE (0-3)

Achievement in this category would range from none (the low end) to two or three examples of non-reviewed work.

Professional Service

Service is primarily concerned with the participation in activities which assist in carrying out the mission of the university and which contribute to one's profession.

Service activities have been grouped into the following three areas. Examples of activities to be considered in the evaluation are listed under each area.

1. Departmental or Student oriented service
 - a) Departmental administrative duties
 - b) Departmental committees
 - c) Student advising (e.t., Degree plans, UCAP, Freshman orientation)

- d) Sponsorship of student organization
 - e) Other
- II. University Service outside department
- a) University committees or councils
 - b) College committees
 - c) Faculty senate
- III. Service to the Community and Professional Organizations
- a) Community Service
 1. active participation in professional related community organizations
 2. participation in local boards and committees in the area of professional expertise
 3. work activities related to public schools and educational organizations
 4. professional consulting in the community
 5. presentations of workshops, conferences, or seminars to the community
 - b) Service to Professional Organizations
 1. active membership in professional and educational associations
 2. participation at professional meetings
 3. participation on boards and committees of professional organizations
 4. assistance to professional organizations in organizing seminars, workshops, etc.

Profiles for Service

Listed below are profiles in each of four categories of service. Further discrimination within the categories is to be done comparatively at the time of evaluation.

TRULY OUTSTANDING (9-10)

This category of service is reserved for faculty who:

1. have served in the Departmental or Student area,
2. have served the University outside the department,
3. have a contribution in the area of Community and Professional; service
4. plus three other contributions not included in 1,
5. with a major role in at least 2 of the areas.

6. contributions in areas I, II, and III must be ongoing during the evaluation period.

EXCELLENT (7-8)

An excellent level of service would include

1. participation in four service activities,
2. from at least two areas,
3. with a major role in one activity.

AVERAGE (4-8)

An average level of service should include participation
In at least 2 activities.

BELOW AVERAGE (0-3)

Service in this category would include participation in
1 activity or less.