DEPARTMENT PLAN

DEPARTMENT OF MATHEMATICS

EASTERN WASHINGTON UNIVERSITY
Approved by the Department of Mathematics October 11, 2001
Approved by the Dean of the College of Science, Mathematics and Technology, October 29, 2001
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INTRODUCTION

The Collective Bargaining Agreement and the College of Science, Mathematics, and Technology Plan call for departmental plans to be established and require systematic evaluation of program activities to determine the extent to which they are achieving their mission. The College Plan calls for elucidation of departmental goals and objectives and definition of performance expectations. Criteria and standards of performance are to be delineated against which individuals will be assessed. This document includes the specific items specified by the College Plan for Department Plans.

DEPARTMENT MISSION

The mission of the Department of Mathematics is the creation, discovery, and communication of mathematics. This mission includes teaching a wide spectrum of mathematics and mathematics education courses; conducting research in mathematics and mathematics education; preparing future educators; preparing individuals for careers in mathematics; and performing service for the state, the region, and the mathematics and mathematics education professions.

DEPARTMENT VISION

The Department is recognized in the Northwest for quality instruction and flexible yet coherent and solid undergraduate and graduate programs in mathematics and mathematics education which challenge the intellect while catering to the diverse interests and needs of students. Department members provide leadership in disseminating and using current methodology, national and state standards, and innovative educational practices. Faculty members are dedicated to continual improvement of pedagogical practices in order to assist student learning. Department programs and offerings are based on several considerations--the discipline, potential employers, evolving curriculum, and needs of students. The Department serves as a resource in the mathematical sciences for other disciplines. Service courses show connections between mathematics and other disciplines, prepare students for subsequent work in their own disciplines, and help students gain an appreciation of mathematics.

Department faculty and students comprise a lively and supportive mathematical community. Department members are active and current professionally. Department faculty are active in local, regional, and national mathematics and mathematics education organizations. New faculty are provided opportunities to become productive as researchers. Students are engaged in mathematically related student organizations, mathematical competitions and events, and research activities.

The Department instructs a broad and diverse spectrum of entering students; it prepares these students to be competent learners as well as preparing them for graduate study in mathematics, careers in industry, and in the teaching of mathematics. Students recognize the importance of mathematics and are positively influenced by the mathematics they learn. Students develop mathematical thinking and skills, confidently and critically analyze and solve problems using appropriate mathematical techniques, work collaboratively with their colleagues, communicate their results logically and clearly, and develop life–long learning skills so that they might maintain competence. Students use calculators, computers, and models, when appropriate, to explore mathematical ideas and develop insights into specific problems.
Department members perform service for the University, the state, the region, and the mathematics and mathematics education professions. Department members are active on committees at the Department, College, and University levels, and contribute to the improvement of the general mission of the campus. They work closely with colleagues from other disciplines within the University as well as with colleagues from other Universities, community colleges, and local schools; they are active in promoting mathematical activity within the community. The Department maintains professional contacts with mathematics teachers at all levels and provides educational leadership for elementary and secondary education in the region.

The Department is known by the high esteem employers have for our graduates, by the success of our students who go to graduate school, by the quality of professional and scholarly activity of our faculty, and by the quality of instruction of Department faculty.

DEPARTMENT GOALS and STRATEGIC PLAN

The goals, objectives and action plans described in this document are for the five–year period from 2001-2006.

I. PROGRAMS

GOAL 1: The Mathematics Department will base program and curricular changes on student needs as determined by information from a variety of sources.

Action Plan: Department faculty will develop and implement a plan to gather information from a variety of sources and to utilize this information to improve programs and courses. The plan will outline the frequency of the information gathering, the development of survey instruments, the regularity of formal discussions of program/curriculum change, and the documentation of and/or accountability for the process. Possible sources and means of gathering information are:

(a) Survey recent graduates to see what aspects of their programs were most helpful to them and to determine what aspects of their program could be improved to make future graduates more employable.
(b) Survey employers (principals, supervising teachers, business owners, etc.).
(c) Survey current students about their personal and professional needs.
(d) Gather existing information from documents from the NCTM, AMS, and other organizations about what students should know.
(e) Utilize Department course and program assessments.
(f) Cooperate with other departments for which the Mathematics Department provides service courses.

GOAL 2: Depending upon available resources, programs will be developed and/or enhanced to meet student needs (as identified through the surveys and assessments described in GOAL 1).

Objective 1: Department faculty will work collaboratively in making decisions about content and assessment in mathematics and mathematics education courses and programs.
Action Plan: Recommendations for curriculum and program changes will be developed by individuals or by the Undergraduate, Graduate, or Mathematics Education committee and brought as motions to the Department.

Objective 2: All undergraduate and graduate programs will be evaluated, revised, if necessary, and advertised.

Action Plan: All undergraduate and graduate programs will recognize the need of students in the programs to be marketable. The programs will be looked at in terms of recommendations from the AMATYC, AMS, COMAP, MAA, NCTM, SIAM, and other relevant professional societies if appropriate.

GOAL 3: Programs will be supported by well-trained tutors who interact with faculty and instructors.

Action Plan: Faculty who teach or supervise courses for which the Department offers tutorial support will maintain direct contact with the tutor supervisor regarding the tutors’ needs in providing support for the students in these courses.

Regular assessment of student learning and student satisfaction with the tutorial support will be utilized to increase the effectiveness of the tutoring services. (This assessment may occur once during each quarter or may be continually solicited through the availability of a suggestion box or forms to be submitted to the tutor supervisor.) Each quarter tutors will be provided pedagogical support that directly addresses the needs perceived by the tutors, the faculty, or the Department (e.g., based on the student assessment data.) As a part of this support, tutors will learn constructivist approaches to tutoring students. Extensions and alternative forms of tutoring support will be researched. This may include tutor sessions in which tutors actively teach groups of students, guide collaborative work by groups of students, tutor students in the dorm setting, extend tutor support to courses not currently supported by tutors, etc.

GOAL 4: Each of the programs in the Department will be coherent with strong connections between the courses.

Objective 1: Faculty who teach inter-related or inter-disciplinary courses will meet regularly to discuss and adjust curriculum and assessment methods for these courses.

Action Plan: Faculty who teach the same course or courses that are in a progression will meet at least once a year to discuss and adjust curriculum and course assessment methods for these courses. Faculty who teach courses that are required for interdisciplinary degrees with other departments will communicate with faculty in these other departments at least once every two years to discuss the content of these courses.

Objective 2: Department faculty will discuss uniformity of standards for student grades, academic performance, and courses and their content. (This will provide non-tenured faculty with the assurance that they can maintain standards with departmental support.)

Action Plan: Faculty who teach the same course will meet at least once a year to discuss objectives and expectations for this course. Faculty who teach linked courses (courses
leading directly to other courses in the Department) will meet at least once a year to discuss standards, as described, for each of the linked courses.

**GOAL 5:** The number of students in the Department will be sufficient to sustain the Department and, yet, will maintain the strengths of the Department, which include relatively small class sizes, the availability of faculty for interaction with students, and the willingness of faculty to work closely and effectively with students. Undergraduate programs will have a three-year average of six or more graduates. The Masters programs will have a three-year average of four or more graduates. However, the strong overlap among the BA and BA-Education/Secondary Mathematics programs requires that these programs be considered together when the number of graduates is computed.

**Objective 1:** The department will attract and retain students.

**Action Plan:** Courses required for completion of Department programs will be offered on a regular basis.

**Objective 2:** The Department will continue to recruit new students into Department programs.

**Action Plan:** Recruitment of students will be accomplished by:

- continuing the current recruitment involving 2–year colleges, e.g.,
  - presentation of papers at the Washington Community College Mathematics Conferences,
  - regular discussions with colleges that send us transfer students about our programs;
- distributing the brochure describing the various programs;
- maintaining a web site describing the various programs, student activities, faculty research and interests, results about alumni satisfaction and employment, positive quotes from students and alumni, special seminars, and professional exam experiences;
- continuing recruitment efforts through special events hosted by the Department, e.g., High School Math Contest and the Middle School Math Olympiad;
- faculty visits to area high schools to talk to students.

**Objective 3:** The Department will continue to work to retain students in class.

**Action Plan:** Retention of students in class may be accomplished by:

- attracting students to the tutoring program;
- the use of innovative teaching techniques, such as collaborative learning.

**Objective 4:** Developmental mathematics education will be offered as needed.

**Action Plan:** Developmental courses will be offered in a variety of formats.

**Objective 5:** The Department will meet Higher Education Coordinating Board (HECB) enrollment requirements.

**Action Plan:** The Department will actively recruit students into Departmental programs to meet minimum Higher Education Coordinating Board (HECB) requirements.
Objective 6: Advising support will be available to students in their programs.

Action Plan: Advising on a regular basis to assist students in selecting courses appropriate to their needs and in completing programs in an optimal time period is provided by the Department.

GOAL 6: The Department will have a sufficient number of full–time faculty to enhance and support Department programs.

Objective 1: The ratio of full-time tenure track positions to full-time equivalent faculty positions will support the quality of Department programs.

Action Plan: The Department will continue to lobby for a 75% or higher ratio of full–time tenure track positions to full-time equivalent faculty positions. The 75% ratio is required to support graduate and undergraduate programs and to maintain a desired level of scholarly and professional activity in the Department.

Objective 2: Faculty percentages for Teaching, Scholarly and Professional Activity, and Service will be flexible to meet Department program needs.

Action Plan: Promotion Plans and Faculty Activity Plans may have different percentages assigned to various faculty members for teaching, depending upon their interests.

II. TEACHING

GOAL 1: Faculty in the Department strengthen their teaching by remaining current in their fields.

Action Plan: Faculty are supported in their efforts to remain current in their fields through the provision of travel funds, time, support for efforts to receive grant funding, and discussion of efforts to strengthen teaching.

GOAL 2: Faculty in the Department develop and use teaching methods that support student learning.

Action Plan: Faculty continually look for methods of improving their teaching, such as encouraging and fostering collaborative work in courses and integrating the use of computers and calculators as an integral part of courses they teach.

III. SPIRIT / LIFE / COMMUNITY

GOAL 1: The Department will create an atmosphere that encourages problem solving, reasoning, and communicating mathematics both in and out of courses.

Objective 1: The Department will encourage students to participate in mathematical activities, such as:
• challenge problems,
• mathematical contests (e.g., Putnam exam and Mathematics Modeling exam), and
• special mathematics events (e.g., Middle School Math Olympiad, Math Fair, High School Math Contest).

**Action Plan:** Faculty and graduate students interested and involved in special events such as those listed above will coordinate, publicize, and supervise student participation in these events.

**Objective 2:** Mathematical activity of faculty and students will be communicated through the bulletin board and a Department newsletter, as resources allow.

**Action Plan:** As resources allow, the Department may publish a newsletter at least once a year, including information such as the mathematical and other scholarly and professional activity of faculty and students and the student success in the Department.

**GOAL 2:** The Mathematics Department will possess a culture of respect and interest in one another's work and will foster communication between faculty members. There will be a great deal of professional interaction among mathematics and mathematics education faculty.

**Objective 1:** Colloquia may be given by faculty about research in their respective fields. Department colloquia may include research talks; general interest talks; presentations by EWU faculty; talks by graduate and undergraduate students, former students, and speakers from other disciplines; and presentations on topics such as mathematics reform including teaching, assessment, and curriculum issues.

**Objective 2:** There will be faculty discussion about the strong mathematics background needed by education majors and about the importance of pedagogy in mathematics courses.

**Objective 3:** Mathematics and mathematics education faculty will formally and informally discuss the types of professional and scholarly activity and service that are deemed important in their respective fields.

**Action Plan, Objectives 1–3:** Department faculty will be given the opportunity to share about their Scholarly and Professional activity in Department meetings or in informal settings. The Department colloquium organizer will use these reports to guide planning and publicizing of formal Department colloquia.

**GOAL 3:** The Mathematics Department will foster a mathematics community.

**Objective 1 / Action Plan:** Department faculty will conduct workshops for elementary and secondary school teachers.

**Objective 2 / Action Plan:** Department faculty will consult with industry.

**Objective 3:** The Department will identify an alumni base and will start regular communication with alumni.
**Action Plan:** The Department will establish an alumni base (mailing list), and will mail one newsletter to alumni on this list once each year. A Mathematics Department Newsletter could: be a recruitment tool for both graduate and undergraduate math programs; be an avenue to foster pride and cohesion in and out of the department; include student accomplishments, activities and service and small articles about current research; and be a forum for communication (e.g., half the local math teachers are EWU graduates and 70% of incoming freshmen are placing into developmental math, dialogue with alumni could be helpful.)

The newsletter can be put out once at the end of the year, in the Fall and Spring only, or once a quarter. A variety of individuals can contribute with one person putting it together. The newsletter could be mailed out or posted on the Department Web Site.

**IV. STUDENTS**

**GOAL 1:** Students will see mathematics as important, and they will see themselves as positively influenced by the mathematics they have learned.

**Action Plan:** Department faculty will regularly identify applications of mathematics in courses they teach.

**GOAL 2:** The Department will assist students in making the transition between learning in high school and learning in college.

**Action Plan:** Faculty and instructors will point out the difference between high school and college learning in entry-level mathematics courses.

**GOAL 3:** Students will develop an overview of mathematics as a discipline — its structure, connections within mathematics, historical development, etc. Mathematics education students will develop an overview of the teaching of mathematics.

**Action Plan:** The Department will continue to use the history of mathematics and capstone courses to help students develop an overview of mathematics and mathematics education as disciplines.

**V. REPUTATION / DISTINCTIVENESS**

**GOAL 1:** Graduates of Department programs will function well in jobs and graduate school, as reported by them, employers, and graduate school faculty.

**Action Plan:** The Department will pursue ways of measuring how well graduates function in jobs and graduate school, e.g., asking employers what kinds of skills graduates need and assessing students' levels of attainment of these skills.

**GOAL 2:** Students will perceive that our mathematics curriculum is strong compared to other programs in the Pacific Northwest.
**Action Plan:** The Department will develop a recruitment flier and web site in which the Department’s mathematics curriculum is described and the distinctive features of Department programs are highlighted.

**DEPARTMENT PERSONNEL COMMITTEE (DPC)**

The Department Personnel Committee is composed of all tenured faculty members in the Department except the Department Chair.

**DEPARTMENT GUIDELINES FOR RETENTION, TENURE, AND PROMOTION TO ASSOCIATE PROFESSOR**

These Guidelines are to be considered as natural extensions of the Policies and Procedures for Retention, Tenure and Promotion of the College of Science, Mathematics, and Technology. All of these Guidelines, Policies and Procedures are in agreement with the Collective Bargaining Agreement. It is expected that the application of these guidelines shall include the procedures delineated in each of the three categories but need not be specifically limited to these procedures.

Points will be assigned in each of the following categories: teaching effectiveness, professional activities, and service to the department, university, and community. The points assigned will be specified in the promotion/activity plan following the approved guidelines outlined below. The promotion/activity plan will be compiled by the department and faculty member as soon as possible during the first year of the review cycle.

The decision whether or not to recommend the candidate for retention or tenure and promotion to Associate Professor is made by the DPC and the Department Chair according to the procedure defined in the Collective Bargaining Agreement. The candidate has the option of identifying one member of the DPC to be excluded from participating in the review and decision made by the DPC.

I. **TEACHING EFFECTIVENESS** (45-65 points)

The effect that each member of our department has teaching a mathematics class should always be aimed at the improvement in the understanding of mathematics by each student in the class. In order to move toward that goal the following guidelines are established. The department expects that a classroom teacher should:

- make effective use of the class period,
- inspire students to work at ever higher levels of mathematical understanding,
- recognize good student performance in order to create a positive feeling throughout the class,
- encourage student questions and give appropriate responses to questions,
- speak and write in a manner which can be understood by the class,
- use instructional methods which encourage student participation in the learning process including the use of technology when applicable,
• communicate at a level appropriate to the students and the course,
• communicate grading procedure, expected attendance, assignments,
• cover the topics listed in the departmental course objectives in a manner that reflects current mathematical practice and content, particularly the study of definitions, theorems, and proofs when appropriate,
• give regular examinations at the level of the text, and daily class discussions.

The candidates are expected to submit a portfolio on their teaching effectiveness, which includes such items as student evaluations, written evaluations from peers, course syllabi and assignments, and collections of student work.

Peer Evaluations. Peer evaluation is the major instrument for evaluation of the quality of the candidate’s teaching. Each academic year, two members of the Mathematics Department Personnel Committee will be assigned by the DPC Chair to serve as the candidate’s primary teaching evaluators. The primary evaluators may change each year so that a larger number of faculty have the opportunity to influence and evaluate the candidate’s teaching. For at least two quarters a year, each primary evaluator will visit a given class two or more times. The primary evaluators will examine the candidate’s course syllabi, examinations, class assignments, student evaluations, and other pertinent materials. Each evaluator will discuss the observations with the candidate within 1 week of each observation. Written comments on each observation may be requested by either the candidate or the evaluator. At the end of each quarter when the candidate is observed, the primary evaluators will write an evaluative summary of the candidate’s teaching activities. A copy of the quarterly summaries will be given to the candidate and copies will be placed in the candidate’s file. The DPC shall have access to the candidate’s file at any time. The quarterly summaries will be part of the evidence considered by the DPC and the Department Chair in determining whether or not to recommend the candidate for retention or tenure and promotion to Associate Professor. The evaluators will consider the following in their evaluations; other items may be considered if they are appropriate.

• Effectiveness of the candidate’s organizational and communication skills in delivering the subject to students in a fashion that encourages them to learn.
• The candidate’s currency in the subject matter of the courses.
• Rigor and reasonableness of the candidate’s assignments and examinations.

Instructor Evaluation by Students. Candidates must submit student evaluations for every course they have taught. The evaluators will look for patterns of response in the remarks in students' evaluations to find evidence of strengths and weaknesses in teaching effectiveness. Candidates may also submit evaluations from students who attended their courses in the past and with hindsight may have different/additional comments to make about the teaching effectiveness of the candidate.

II. PROFESSIONAL ACTIVITIES (15-40 points)

Each candidate is expected to meet the requirements in the following professional activities:
1. Refereed publication in mathematics, mathematics education, or statistics (2 publications in the 6 year period with at least 1 publication in the last 2 years). Refereed proceedings from conferences may be included. Retention beyond the candidate’s third year of service will be contingent upon the candidate documenting substantial progress towards meeting these criteria. At that time, it is expected that the candidate will have at least one manuscript submitted for publication in a refereed journal. In the absence of a journal or proceedings submission, the candidate will prepare for the DPC a report that produces convincing arguments that the candidate has made progress in his or her scholarly activity and is likely to satisfy the publication requirements within the next three years.

2. Presentation at professional meetings and conferences (2 presentations at national/regional meetings/conferences with at least 1 in the last 3 years). In the case of a shortage of travel funds, conferences can be replaced by local research colloquia.

3. Grantsmanship (submit at least one grant proposal in the first three years and at least one grant proposal in the last three years).

4. Substantial activity in at least one of the following:
   • Other publication (such as non-refereed publications).
   • Referee publication.
   • Edit a newsletter or journal.
   • Contribute to professional societies (such as being an officer or presiding at a meeting).
   • Participation at conferences and professional meetings.
   • Consultation.
   • Participation in professional non-university committees, councils, and commissions.
   • Off-campus teaching and/or conducting workshops and seminars.
   • Presentations in the discipline to groups at EWU or outside the university.
   • Supervise undergraduate research.
   • Graduate thesis or research report direction. (Graduate thesis or research report direction can be categorized as Professional and Scholarly activity or Service.)

III. CONTRIBUTION TO DEPARTMENT, UNIVERSITY, AND COMMUNITY
(10-20 Points)

The candidate should provide service to the Department through active involvement in department committees and all of the following:

1. Program planning and analysis
2. Student support
3. Curriculum development

The candidate is expected to work collaboratively with other department faculty in making decisions about content and assessment in mathematics and mathematics education courses and programs.

The candidate should also provide service to the university through substantial involvement in at least one of the following:

1. Faculty senate
2. Senate councils
3. Council subcommittees
4. University committees, councils
5. College committees
6. Ad-hoc committees
7. Graduate student orals (at least 9 orals in one year)

The candidate may also provide service to the community.

Candidates must submit a listing and explanation of the achievements and/or accomplishments experienced as a result of the service they performed.

IV. TEACHING, PROFESSIONAL & SCHOLARLY ACTIVITY, AND SERVICE LOAD

The department will maintain a faculty teaching load that meets the requirements of the Collective Bargaining Agreement.

DEPARTMENT GUIDELINES
FOR PROMOTION TO FULL PROFESSOR

These Guidelines are to be considered as natural extensions of the Policies and Procedures for Retention, Tenure and Promotion of the College of Science, Mathematics, and Technology. All of these Guidelines, Policies and Procedures are in agreement with the Collective Bargaining Agreement. It is expected that the application of these guidelines shall include the procedures delineated in each of the three categories but need not be specifically limited to these procedures.

Points will be assigned in each of the following categories: teaching effectiveness, professional activities, and service to the department, university, and community. The points assigned will be specified in the promotion/activity plan following the approved guidelines outlined below. The promotion/activity plan will be compiled by the department and faculty member as soon as possible during the first year of the review cycle.

The decision whether or not to recommend the candidate for retention or tenure and promotion to Associate Professor is made by the DPC and the Department Chair according to the procedure defined in the Collective Bargaining Agreement. The candidate has the option of identifying one member of the DPC to be excluded from participating in the review and decision made by the DPC.

I. TEACHING EFFECTIVENESS (45-65 points)

The effect that each member of our department has teaching a mathematics class should always be aimed at the improvement in the understanding of mathematics by each student in the class. In order to move toward that goal the following guidelines are established. The department expects that a classroom teacher should:
• make effective use of the class period,
• inspire students to work at ever higher levels of mathematical understanding,
• recognize good student performance in order to create a positive feeling throughout the class,
• encourage student questions and give appropriate responses to questions,
• speak and write in a manner which can be understood by the class,
• use instructional methods which encourage student participation in the learning process including the use of technology when applicable,
• communicate at a level appropriate to the students and the course,
• communicate grading procedure, expected attendance, assignments,
• cover the topics listed in the departmental course objectives in a manner that reflects current mathematical practice and content, particularly the study of definitions, theorems, and proofs when appropriate,
• give regular examinations at the level of the text, and daily class discussions.

The candidates are expected to submit a portfolio on their teaching effectiveness, which includes such items as student evaluations, written evaluations from peers, course syllabi and assignments, and collections of student work.

Peer Evaluations. Peer evaluation is the major instrument for evaluation of the quality of the candidate’s teaching. During all years prior to the candidate’s application for promotion, two members of the Mathematics Department Personnel Committee will be assigned by the DPC Chair to serve as the candidate’s primary teaching evaluator. The primary evaluators will make at least two class visits each year. The primary evaluators will examine the candidate’s course syllabi, examinations, class assignments, student evaluations, and other pertinent materials. At the end of the quarter, the primary evaluators will write an evaluative summary of the candidate’s teaching activities. A copy of the summary will be given to the candidate and one copy will be placed in the candidate’s file. The DPC shall have access to the candidate’s file at any time. The summaries will be a part of the evidence considered by the DPC and the Department Chair in determining whether or not to recommend the candidate for promotion to Full Professor. The evaluators will consider the following in their evaluations; other items may be considered if they are appropriate.

• Effectiveness of the candidate’s organizational and communication skills in delivering the subject to students in a fashion that encourages them to learn.
• The candidate’s currency in the subject matter of the courses.
• Rigor and reasonableness of the candidate’s assignments and examinations.

Instructor Evaluation by Students. Candidates must submit student evaluations for every course they have taught. The evaluators will look for patterns of response in the remarks in students’ evaluations to find evidence of strengths and weaknesses in teaching effectiveness. Candidates may also submit evaluations from students who attended their courses in the past and with hindsight may have different/additional comments to make about the teaching effectiveness of the candidate.

II. PROFESSIONAL ACTIVITIES (15-40 points)

Each candidate is expected to meet the requirements in the following professional activities:
1. Refereed publication in mathematics, mathematics education, or statistics (2 publications in the 4–year period). Refereed proceedings from conferences may be included.
2. Presentation at professional meetings and conferences (2 presentations at national/regional meetings/conferences with at least 1 in the last 2 years). In the case of a shortage of travel funds, conferences can be replaced by local research colloquia.
3. Grantsmanship (submit at least 1 grant proposal in the four–year period).
4. Substantial activity in at least one of the following:
   • Other publication (such as non-refereed publications).
   • Referee publication.
   • Edit a newsletter or journal.
   • Contribute to professional societies (such as being an officer or presiding at a meeting).
   • Participation at conferences and professional meetings.
   • Consultation.
   • Participation in professional non-university committees, councils, and commissions.
   • Off-campus teaching and/or conducting workshops and seminars.
   • Presentations in the discipline to groups at EWU or outside the university.
   • Supervise undergraduate research.
   • Graduate thesis or research report direction. (Graduate thesis or research report direction may be categorized as Professional and Scholarly activity or Service.)

III. CONTRIBUTION TO DEPARTMENT, UNIVERSITY, AND COMMUNITY
(10–20 Points)

The candidate should provide service to the Department through active involvement in department committees and all of the following:

1. Program planning and analysis
2. Student support
3. Curriculum development

The candidate is expected to work collaboratively with other department faculty in making decisions about content and assessment in mathematics and mathematics education courses and programs.

The candidate must provide service to the university through substantial involvement in and a leadership position on at least one of the following:

1. Faculty senate
2. Senate councils
3. Council subcommittees
4. University committees, councils
5. College committees
6. Ad-hoc committees
7. Graduate student orals (at least 9 orals in one year)

The candidate may also provide service to the community.

Candidates must submit a listing and explanation of the achievements and/or accomplishments experienced as a result of the service they performed.
IV. TEACHING, PROFESSIONAL & SCHOLARLY ACTIVITY, AND SERVICE LOAD

The department will maintain a faculty teaching load that meets the requirements of the Collective Bargaining Agreement.

DEPARTMENT GUIDELINES
FOR EVALUATION OF TENURED/FULL PROFESSORS

After promotion to the rank of Professor, the faculty member will prepare a new faculty activity plan in consultation with the department personnel committee (DPC) and the department chair. The plan will specify areas of activity over the following three-year period. [See the CBA: IIB3.]

Every three years, a review of performance in relation to the activity plan will be conducted in the manner described in the Collective Bargaining Agreement, Chapter II 3(c&d).

I. TEACHING EFFECTIVENESS

The effect that each member of our department has teaching a mathematics class should always be aimed at the improvement in the understanding of mathematics by each student in the class. In order to move toward that goal the following guidelines are established. The department expects that a classroom teacher should:

- make effective use of the class period,
- inspire students to work at ever higher levels of mathematical understanding,
- recognize good student performance in order to create a positive feeling throughout the class,
- encourage student questions and give appropriate responses to questions,
- speak and write in a manner which can be understood by the class,
- use instructional methods which encourage student participation in the learning process including the use of technology when applicable,
- communicate at a level appropriate to the students and the course,
- communicate grading procedure, expected attendance, assignments,
- cover the topics listed in the departmental course objectives in a manner that reflects current mathematical practice and content, particularly the study of definitions, theorems, and proofs when appropriate,
- give regular examinations at the level of the text, and daily class discussions.

The candidates are expected to submit a portfolio on their teaching effectiveness, which includes such items as student evaluations, written evaluations from peers, course syllabi and assignments, and collections of student work.

Peer Evaluations. Peer evaluation is the major instrument for evaluation of the quality of the candidate’s teaching. During at least three quarters (total) in each three year-period, a member of the Mathematics Department Personnel Committee will be assigned by the DPC Chair to serve as the candidate’s primary teaching evaluator. The primary evaluator will visit a given class two or more times. The primary evaluator will examine the candidate’s course syllabi, examinations, class assignments, student evaluations, and other pertinent materials. At the end of the quarter, the primary evaluator will write an evaluative summary of the candidate’s
teaching activities. A copy of the summary will be given to the candidate and one copy will be
placed in the candidate’s file. The DPC shall have access to the candidate’s file at any time.
The summaries will be a part of the evidence considered by the DPC and the Department Chair
in evaluating whether or not the candidate has fulfilled the teaching section of his or her Faculty
Action Plan. The evaluators will consider the following in their evaluations; other items may be
considered if they are appropriate.
• Effectiveness of the candidate’s organizational and communication skills in delivering the
  subject to students in a fashion that encourages them to learn.
• The candidate’s currency in the subject matter of the courses.
• Rigor and reasonableness of the candidate’s assignments and examinations.

Instructor Evaluation by Students. Candidates must submit student evaluations for every course
they have taught. The evaluators will look for patterns of response in the remarks in students'
evaluations to find evidence of strengths and weaknesses in teaching effectiveness. Candidates
may also submit evaluations from students who attended their courses in the past and with
hindsight may have different/additional comments to make about the teaching effectiveness of
the candidate.

II. PROFESSIONAL ACTIVITIES AND CONTRIBUTION TO DEPARTMENT,
UNIVERSITY, AND COMMUNITY

Expectations in the areas of professional activities and contribution to Department,
University, and Community will be as defined in the candidate’s faculty activity plan.

III. TEACHING, PROFESSIONAL & SCHOLARLY ACTIVITY, AND SERVICE
LOAD

The department will maintain a faculty teaching load that meets the requirements of the
Collective Bargaining Agreement.
DEPARTMENT GUIDELINES
FOR EVALUATION OF SPECIAL FACULTY

Lecturers, senior lectures and all visiting faculty are evaluated formally only on the basis of teaching effectiveness. Lecturers and visiting faculty are evaluated using the procedures designed for evaluating the teaching effectiveness of assistant professors as they exist now or may be amended later. For senior lecturers the procedures used for evaluating teaching effectiveness of associate professors shall apply. The department will maintain a faculty teaching load that meets the requirements of the Collective Bargaining Agreement.

DEPARTMENT GUIDELINES
FOR EVALUATION OF ACADEMIC ADMINISTRATIVE EXEMPT PERSONNEL

The teaching responsibilities of academic administrative exempt personnel are evaluated using the procedures designed for evaluating the teaching effectiveness of assistant professors as they exist now or may be amended later. [Revision approved 4/17/2002]

Their administrative responsibilities are evaluated annually by the Department Chair and the Director of the Academic Support Center if applicable. Job descriptions for these positions are included in Appendix A. [Revision approved 5/29/2002]

HOW TENURED FACULTY MEMBERS WILL PARTICIPATE
IN A REGULAR CAREER SUPPORT PEER REVIEW

For each tenured associate professor seeking promotion to full professor, the Department Chair, in consultation with the associate professor and the Department Personnel Committee will prepare a promotion plan identifying performance expectations required for promotion to full professor in the three areas, teaching effectiveness, professional and scholarly activity, and service to the university and/or the community. Performance expectations will be reviewed yearly by the Department Personnel Committee and upon the candidate’s application for promotion, the Department Chair and the DPC Chair will submit letters to the Dean with their recommendations.

For each tenured associate professor not seeking promotion, the Department Chair, in consultation with the associate professor and the Department Personnel Committee, will prepare a faculty activity plan identifying performance in the three areas, teaching effectiveness, professional and scholarly activity, and service to the university and/or the community.

For each tenured full professor, the Department Chair, in consultation with the professor and the Department Personnel Committee, will prepare a faculty activity plan identifying performance in the three areas, teaching effectiveness, professional and scholarly activity, and service to the university and/or the community.

Each year all tenured faculty members will join a team of peers whose task is to support each other in the review of their promotion or faculty activity plans and to help each other meet their promotion or career goals. As it is possible, the team should be made up of individuals
with similar research interests. If it is approved by the department as appropriate, a team member may be recruited from another academic unit.

The procedures for tenured associate professors not seeking promotion and for tenured full professors will be repeated at three-year intervals. Support review teams will meet regularly during each year of the three-year period. The teams will make recommendations to the Department Chair for subsequent faculty activity plans. All reviews will conform to the College Plan and the Collective Bargaining Agreement.
EMERITUS STATUS

Upon the official announcement of retirement a tenured faculty member will be considered a candidate for emeritus status. Unless otherwise directed by the candidate, the DPC will meet to discuss the matter. The DPC will bring their recommendation (for or against) to a department meeting from which the candidate will be excused. A department vote will determine whether the request for emeritus status will move forward to the Dean. If the vote is positive, then both the Department Chair and the DPC will send letters to the Dean indicating that the Department is in favor of emeritus status for the candidate. If negative no letters will be sent.

DUTIES AND RESPONSIBILITIES OF THE DEPARTMENT CHAIR

The Department Chair will fulfill the specific responsibilities of the Department Chair delineated in the College Plan. In addition, the Department assigns the following responsibilities to the Department Chair:

• at the beginning of each quarter, compile and distribute a list of the issues most likely to require decisions by the department as a whole including the dates when such decisions must be sent forward;
• call meetings of the department as necessary for issues of policy, major budget decisions, curriculum decisions, and personnel matters and be responsible for the agenda;
• distribute items of information not requiring discussion to appropriate members of the department;
• in the absence of a written departmental policy, be responsible for making a reasonable decision;
• establish appropriate department committees to discuss matters of curriculum and policy and bring recommendations to the department;
• implement one-time decisions by department committees (e.g. text book selections or room assignments);
• oversee the creation and maintenance of files of department policies, and personnel decisions;
• represent the department forcefully in the competition for university resources;
• keep abreast of issues concerning university mathematics teaching and mathematics education;
• because the duties of the Department Chair require an extensive amount of time for which he/she receives compensation, the Department Chair will not teach overload courses nor conduct independent studies unless it is deemed necessary by department. decision;
• oversee departmental student recruitment efforts.

REGULAR AND RESPONSIBLE PARTICIPATION OF FACULTY IN DECISION-MAKING

Tenure-track faculty, lecturers, and administrative exempt personnel who are involved in teaching are voting members of the department.

The primary functions of departmental meetings are policy making, policy review and personnel decisions. In order to establish a departmental policy, a written recommendation from a department committee for a policy may be presented to the department in the form of a seconded motion at a scheduled meeting. Any department faculty member may recommend a
policy or a change in policy by bringing it in the form of a motion to a scheduled department meeting.

For the purpose of hiring new special or tenure track faculty, decisions will be made by vote of the department. Personnel decisions other than hiring will be made by the Department Chair and the Department Personnel Committee. Faculty may not vote on any personnel decision that affects themselves. For purposes of retention, promotion, and tenure, only higher-ranking faculty may vote.

Decisions are made by voting members present at department meetings.

Special department meetings may be necessary for budgetary or personnel decisions during the summer. A reasonable effort must be made to involve as many of the department faculty as possible. Decisions during the summer will be made by those faculty present.

All tenure track faculty will be expected to serve on department committees and take responsibility to chair them in an equitable manner. Some departmental service assignments (e.g. coordinating the department colloquium) as agreed by the department, will be considered to be the equivalent of two committee assignments. Special faculty are not required to serve on committees but are welcome to do so.

A department faculty member on leave during the academic year will not be required to participate in the decision process nor serve on department committees.

THE FACULTY MEMBER'S ACCESSIBILITY TO STUDENTS

The faculty member's accessibility to students in the Mathematics Department is commensurate with that faculty member's other responsibilities in the Department. Each faculty member schedules and is accessible to students during regular office hours each week. Reasonable attempts are made to accommodate students who are not able to visit faculty members during their regularly scheduled office hours.

AN ADVISING PLAN FOR ALL MAJORS AND MINORS OFFERED

The formal major declaration process is as follows: A student wishing to declare a major or minor in one of the Department’s programs (with no current major declared) must first obtain an advising file from the appropriate advising area, that being: a) Undergraduate Academic Advising, b) Honors Program or c) International Students Program. When the student brings the file to the Department to declare a major, he/she is asked to schedule a meeting with the Department Chair. During this meeting the Department Chair evaluates the transcripts of the student and outlines a plan detailing how the student can complete the program requirements. The Department Chair assists the student in planning the student’s first quarter, including GECR’s, and professional education requirements, if applicable, and the Major Declaration Card is filled out and signed by the student. The Department Chair or the Secretary-Supervisor then assigns a tenured or tenure-track faculty member to serve as the student’s academic advisor. The student is asked to schedule a meeting with the advisor. During this first meeting, the student is to read and sign a statement notifying him/her that the Department strongly recommends that he/she meet with the advisor at least once each quarter in order to review his/her schedule and plan courses for the following quarter. The student obtains the advisor's signature on the Major Declaration card during this meeting. The advisor keeps the white copy in the student's Department file, which remains in the Department office files. The student receives the yellow copy, and the original copy of the card is mailed to Undergraduate Academic Advising. Students adding a major to an existing major must indicate on the Major Declaration Card whether the
added major is considered to be the primary or secondary major. Students changing a major from another department must obtain their academic advising file from their current major department.

Normally, the Department Chair serves as advisor to students who minor in a program in the Department; however, students who minor in Elementary Mathematics Education may be advised by a designated faculty member.

The responsibilities of the designated academic advisor include as a minimum upon the request of the student:

1. Assisting the advisee in developing a complete plan of all courses needed to satisfy graduation requirements and/or other needs.
2. Meeting with the advisee at least once every quarter, and as necessary to discuss deviations from the course schedule, e.g., as a result of courses being canceled, wait listed, or courses needing to be repeated.
3. Keeping a record of all meetings with the student and potential problems discussed.
4. Monitoring the student’s academic progress through the Student Information System as needed.

The Department Chair evaluates transcripts of transfer students and provides advising for all transfer students during transfer orientation.

Some students, such as International Students, Students with Disabilities, etc. may require special attention in their coursework and programs at EWU. If necessary, the advisor will refer these students to the International Student Programs Office, Disabled Student Services or another appropriate student resource center.

FACULTY PARTICIPATION IN STUDENT RECRUITMENT AND CAREER PLANNING

All faculty will participate in the department’s on-going student recruitment efforts, as their time and interest allow, or as required by their activity plans. Examples of important recruitment activities involving faculty participation are:

- Hosting the annual High School Math Contest and the Math Olympiad. Faculty activities may include presentations on mathematical topics, conducting orientation sessions about career and job opportunities in Mathematics, giving tours on campus, participating in activities related to the Math contest, etc. Presentations about who we are and what you can do with a degree in Mathematics are particularly important. For the Math Olympiad, activities include conducting formal or informal sessions with parents of prospective students.
- Participating in regional Math Fairs.
- Prepare and give presentations at local High Schools and Community Colleges explaining who we are and why students should consider a career in mathematics.
- Distribute materials describing the department, and in particular, the career and job opportunities in Mathematics. The brochure could include notes about successful alumni. Materials should be sent to prospective students, and in particular, students excelling on the High School Math Contest.
- Developing and maintaining the Department Web Site.
TENURE–TRACK FACULTY RECRUITMENT

Recruitment of new faculty should be governed by the following considerations:

Teaching. New faculty should have the ability and interest to teach the courses that are required to fill current and potential program needs. The types and proportions of courses that a new faculty member will be expected to teach should be clearly identified for the Search Committee and faculty candidates.

Professional and Scholarly Activity. New faculty should be self-motivated and have goals for scholarly activity which they will work towards achieving, and their goals should be consistent with the goals of the Department plan. The expectations of the Mathematics Department with respect to scholarly and professional activity, and the types of support that the Department offers, should be clearly identified for faculty candidates.

Service. New faculty should have interest in doing service that will improve the Department in the areas called for in the Department Plan. Service that directly benefits the students or community should be emphasized.

It should also be made clear to new faculty members during the recruitment process that the Department expects these new members to seek tenure and, following tenure, promotion to full professor in the Department.

THE PROCESS OF CURRICULUM DEVELOPMENT

Guided by (1) assessment efforts to determine student needs, needs of prospective employers, needs of other departments in the University, and Department needs, (2) recommendations by professional organizations such as the MAA and the NCTM, and (3) expertise of faculty in the Department, curricular changes may be implemented in order to:

- improve teaching effectiveness,
- introduce new methods and applications that are demanded by prospective employers,
- introduce new content and methods recommended by professional organizations such as the MAA and the NCTM.

The formal process which is followed by the Mathematics Department is:

- A faculty member requests consideration for a curriculum change.
- The proposed change is presented for discussion to the appropriate department committee(s).
- A recommendation made by the committee(s) involved is brought to the department.
- The department considers the recommendation of the committee(s) and acts upon the original request for curriculum change.
- If the recommended change is accepted by the department, the appropriate paperwork will be prepared and brought to the department for final approval before it is submitted for University approvals.
OUTCOME MEASUREMENT ACTIVITIES FOR ASSESSING DEPARTMENTAL PROGRAMS

Detailed objectives for each program offered by our department (MS in Mathematics, BA in Mathematics, BA Ed in Mathematics – Secondary and BA Ed in Mathematics – Elementary) are contained in Appendix A to this Plan. Assessment methods are outlined for each objective. The process of data collection and analysis, and the process for incorporating changes as a result of the analysis are also detailed.

Faculty productivity is assessed through the DPC’s review of faculty activity plans. Alumni and employer satisfaction may be assessed via surveys conducted by the university assessment office. It is the responsibility of the department curriculum committees to collect the data from these surveys and present it to the department.

FACULTY DEVELOPMENT FUNDS

The Collective Bargaining Agreement addresses Faculty Development Allocations. According to that document, a minimum faculty development allocation of $1200 per probationary and tenured faculty member is allocated annually to each college/university library; the funds are then distributed to departments. All probationary and tenured faculty members are eligible to apply for these funds; other faculty members may be able to apply at the discretion of their respective units. Faculty Development Funds may be used for a variety of purposes, including, but not limited to, travel to collections, attendance at national conferences and purchase of software or equipment. (CBA, pp. 37-38)

The following Faculty Development Fund Policy is in effect in the Mathematics Department.

1. All requests for Faculty Development Funds will be reviewed and acted upon by the Department Planning Committee. Exceptions may be made during the summer up to $1200 for clearly defined professional development for tenure-track faculty and up to $450 for special faculty.
2. Visiting, tenured and tenure-track faculty may apply for Faculty Development Funds.
3. Lecturers and Administrative Exempt personnel who teach or supervise teachers may apply for Faculty Development Funds. “A separate fund to support professional development for state-supported instructional special faculty of $20,000 will be distributed annually from the office of the Chief Academic Officer.” (CBA, p. 37)
4. If the total yearly Faculty Development budget is not committed by February of the academic year, the remaining funds could be distributed to cover costs requested by a faculty member for the following activities or items:
   • presentation of papers
   • purchase of computer software
   • attending conferences
   • other, as deemed appropriate by the Department
5. If there is not enough money to cover all requests in item 4, the Planning Committee shall determine which requests should have priority, and lower priority requests will receive high priority the following year if possible.
6. Faculty on Leave Without Pay are not eligible for Faculty Development Funds.
Curriculum committees,* in conjunction with (or approved by) faculty who regularly teach the courses in each program, create/modify respective:
- program goals and objectives,
- courses in which objectives will be assessed,
- type of assessment tool(s) for each objective, and
- designated levels of achievement of each objective

(Within a 3-year cycle) instructor(s) teaching each program course or the respective committee creates the specific assessment tool(s) and scoring rubric(s) to assess objectives for the course.

During each quarter each course is taught in one year within the 3-year cycle, assessment data is collected from that course.

Instructor(s) evaluate data for the objectives assessed in their courses and provide a report, based on the data, to the respective curriculum committee for review and collaborative decision making in regards to:
- the level of achievement of each objective (using data from all instructors teaching the course) and the statement about this level of attainment, including identification of the assessment tool used),
- the recommendations/plan for improvement of student attainment of the objective ~ required if the achievement level is below a level satisfactory to the committee, ~ optional if the achievement level is at or above a level satisfactory to the committee.

The instructors keep the assessment (tool) data in their course files, which will be available to End-of-Program reviewers.

The findings and recommendations are brought to the Department for their information and input.

At least once in each 3-year cycle, the respective curriculum committees in conjunction with (or approved by) faculty who regularly teach the courses in each program, review the program goal(s) and objectives. Revisions are made as needed.

Return to top of flowchart.

* Graduate, Undergraduate, and Mathematics Education Committees
GUIDELINES FOR DISTRIBUTION OF MERIT BONUS

Rationale. In evaluating faculty for merit, the Mathematics Department seeks to follow the University By-Laws (360-020-020-360-100-060) and fulfill the intent of the State Legislature which, in designating Eastern a regional university, specified that its primary goal was teaching, and to apply criteria which comply with the University's 1998 Mission Statement that identifies EWU as a student centered Regional based Commuter University (College Plan, p. 2). In pursuit of these goals, the Mathematics Department is cognizant of its teaching role in the general university program and in the discipline of mathematics, of the contribution of its faculty in the areas of scholarship and research, and of the service of its faculty within the university community in particular and in the general community as a whole.

In the Mathematics Department, merit is used to encourage effective teaching, scholarly activity and service as outlined in each member’s individual Activity/Promotion Plan. At the same time, it is preferred that merit should be as equitable as possible.

Period of Evaluation. The evaluation period for merit will include all quarters since the last merit review period, including summer quarters. New faculty members will be evaluated on the basis of the quarters they have been employed at Eastern since the last review period.

Criteria for Review of Faculty Performance. The criteria for merit in the Mathematics Department are essentially those that are found in the Department’s Standards for Teaching Effectiveness, for Professional and Scholarly Activity, and for Service to the University and/or Community listed below.

1. Teaching Effectiveness
   a) Classes
      The individual instructor is responsible for planning, organizing and informing students of course content, texts, attendance regulations, and evaluation procedures. He/she should
      • make effective use of the class period,
      • inspire students to work at ever higher levels of mathematical understanding,
      • recognize good student performance in order to create a positive feeling throughout the class,
      • encourage student questions and give appropriate responses to questions,
      • speak and write in a manner which can be understood by the class,
      • use instructional methods which encourage student participation in the learning process,
      • communicate at a level appropriate to the students and the course,
      • communicate grading procedure, expected attendance, assignments,
      • cover the topics listed in the departmental course objectives, particularly the study of definitions, theorems, and proofs when appropriate,
      • give regular examinations at the level of the text, and daily class discussions.

   b) Office Hours
      The instructor must schedule and maintain office hours adequate for service to students and other University offices serving students. The schedule of office hours must be communicated to the students in the instructor's classes.
c. **Grades**  
The instructor must submit grade reports on or before the date set by the Registrar; provided, however, that dates set by the Registrar shall not interfere with the thoughtful and careful evaluation of students nor with the grading process.

d. **Faculty Absence**  
*All faculty absences, including short-term illnesses, shall be reported to the Department Chair. Absences other than for short-term illness require the approval of the Department Chair. The faculty member and the Department Chair shall be responsible for making arrangements to cover or reschedule classes missed by absence.* (CBA, p. 39)

2. **Professional and Scholarly Activities**  
Each member of the department is expected to take part in professional activities that will help him/her stay current in his/her field of expertise. Each member’s Activity/Promotion Plan states requirements for publications, presentations, and grant proposals. While no quotas are suggested, the faculty member must furnish evidence that he/she has substantial activity in at least one of the following:

   a. Publication.  
   b. Other scholarly research.  
   c. Presentations at professional meetings.  
   d. Other participation in professional meetings and conferences.  
   e. Contributing to professional societies (such as being an officer or presiding at a meeting).  
   f. Grant proposals  
   g. Editing a newsletter or journal.  
   h. Consultation.  
   i. Participation in professional non-university committees, councils, and commissions.  
   j. Off-campus teaching, conducting workshops, seminars.  
   k. Presentations in the discipline to groups at EWU or outside the university.  
   l. Supervising undergraduate research.  
   m. Graduate thesis or research report direction. (Graduate thesis or research report direction may be categorized as Professional and Scholarly activity or Service.)

3. **Service/Contributions to Department and University**  
The candidate should provide service to the Department through active involvement in Department committees and all of the following:

   a. Program planning and analysis  
   b. Student support  
   c. Curriculum development

   The candidate is expected to work collaboratively with other Department faculty in making decisions about content and assessment in mathematics and mathematics education courses and programs.

   The candidate should also provide service to the University through active involvement in at least one of the following:
a. Faculty senate.
b. Senate councils.
c. Council subcommittees.
d. University committees, councils.
e. College committees.
f. Ad hoc committees.
g. Graduate student orals (at least 9 orals in one year)

The candidate may also provide professional service to the community.

Process. The process of distributing merit funds will be carried out by the Department in the following manner.

Every faculty member who wishes to be considered for merit must submit to the Department Chair a report identifying progress made in the quarters since the last review period toward expectations outlined in his/her Activity Plan (This should include progress to date on meeting requirements of the Activity/Promotion Plan as well as a clear indication of which activities have been completed during the current merit review period.) and in the Criteria for Review of Faculty Performance given above. The faculty member will include in the progress report activities which are to be considered and to which of the three categories these activities belong. This report is to be submitted by the deadline published by the Dean’s Office.

The process of distributing merit funds will be carried out by the Department in the following manner. The Department will elect a four-member Merit Committee, two members from mathematics and two from mathematics education. All tenured and tenure-track faculty members are eligible for the Committee. The Committee will evaluate all eligible faculty except the Committee members, the Department Chair, the lecturers, and administrative exempt personnel with respect to the criteria. Department faculty not evaluated by the Merit Committee will be evaluated by the DPC. Both committees will rank faculty members evaluated into four categories, with the lowest category being “no merit”. The recommendations of the Merit Committee and the DPC are presented to the Department as a recommendation for Department approval or amendment.

The Merit Committee is expected to develop a 4-point rubric indicating expectations for each level for Teaching, Professional and Scholarly Activity, and Service. (See note below.)

The pool of merit funds will be distributed in the following manner.
50% for the category of Teaching
30% for the category of Professional and Scholarly Activity
20% for the category of Service/Contributions

The amounts awarded at each level will be determined as follows:

Level 0: $0
Level 1: At least $50.
Level 2: $25 more than Level 1
Level 3: $25 more than Level 2
If the Merit Pool is too small to achieve levels as defined above, the differences between Levels 1 and 2 and Levels 2 and 3 will be reduced equally. If the Merit Pool is too small to award at least $50, $60 and $70 at Levels 1, 2 and 3, the amounts are reduced at all three levels maintaining a minimum of $10 difference between Levels 1, 2 and 3.

These final rankings will go forward to the Department as a whole for their approval. The rankings will then be sent to the Dean with recommendation of appropriate action, following the procedures as outlined in the By-laws.

The DPC will review the evidence pertaining to the non-administrative duties of the Department Chair and recommend appropriate action directly to the Dean. The DPC will also forward to the Dean its evaluation of the administrative duties of the Department chair. This evaluation will be based upon the approved criteria and consideration of other duties.

Merit for lecturers is 1) based on merit funds generated by their salaries taken as a whole; 2) separate from merit for tenured and tenure-track professors; 3) awarded for extra activities done for department, university, and profession; and 3) determined by the Department Personnel Committee. Merit for teaching (up to 50% of an individual’s full-time assignment) shall be on the same basis as for the other members of the Department.

Merit for Administrative Exempt personnel who teach or are involved in supervision of teaching is 1) based on the percentage of the Department merit pool equal to their salaries after the merit for lecturers is subtracted from the pool; 2) separate from merit for tenured and tenure-track professors; 3) determined by the Department Personnel Committee. Merit for teaching (up to 50% of an individual’s full-time assignment) shall be on the same basis as for the other members of the Department. If they receive merit from the University as Administrative Exempt personnel other than what they receive from the Department, that amount will be subtracted from what they would normally receive from the Department.

Members of the Department on Professional Leave during a time period for which merit is given may apply for merit funds in the categories of research and scholarly activity and service. They will not receive merit for teaching for any quarter spent on Professional Leave. Department members will not receive merit for any quarter spent on Leave Without Pay. Retired faculty and faculty no longer employed at EWU are not eligible for merit.

The Department Chair will forward to the Dean a listing of the names and the amount of merit awarded in each of the three categories. Notification of all merit decisions will be given to the individual department member before they are forwarded to the Dean of the unit. Those not receiving merit will be notified in writing at the same time. A faculty member who strongly disagrees with the distribution of merit funds shall have full access to the grievance procedure.

Note
For Teaching, a possible rubric is:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>meets all criteria listed</td>
</tr>
<tr>
<td>2</td>
<td>meets all criteria listed with the exception of one</td>
</tr>
<tr>
<td>1</td>
<td>meets all criteria listed with the exception of two or one on more than one occasion</td>
</tr>
<tr>
<td>0</td>
<td>fails to meet at least three of the criteria listed or one or more on more than two occasions</td>
</tr>
</tbody>
</table>
For Professional and Scholarly Activity, a partial rubric might be as follows. (This would be evaluated for the merit review period only.)

- 3 making excellent progress toward meeting expectations in Activity Plan
- 2 making good progress toward meeting expectations in Activity Plan
- 1 making acceptable progress toward meeting expectations in Activity Plan
- 0 not making adequate progress toward meeting expectations in Activity Plan

**AN ANNUAL PROCESS FOR REGULAR REVIEW OF DEPARTMENTAL BUDGETING METHODS, DECISIONS AND ALLOCATIONS.**

The Department will pre-approve all expenditures from the Equipment, Indirects, and Foundation Funds with the exception that the Department Chair may approve individual expenditures from the Foundation budget up to $50.

Any salary adjustments or changes in term of contract for Department faculty or staff will be pre-approved by the Department.

The Department Chair will report to the Department quarterly on the status and expenditures of all other budgets; for Goods and Services, a status report is sufficient.

There is a separate policy for Faculty Development Funds; the Department Chair will update the Department at least quarterly on the status of and expenditures from these Funds.

**POLICY AND PROCESS FOR RECOMMENDING ADJUNCT APPOINTMENTS**

The Department Chair is responsible for hiring adjunct faculty. The Department Chair will seek input from other department members regarding adjunct appointments when circumstances allow. Normally a Master’s Degree in Mathematics, Secondary Mathematics Education, or a closely related field is required. In extraordinary circumstances a candidate with a Bachelor’s Degree in Mathematics, Secondary Mathematics Education, or a closely related field plus relevant teaching experience will be considered. Adjunct contracts will be for the current or upcoming quarter only.

**CRITERIA FOR RECOMMENDATION OF GRADUATE FACULTY**

All tenure track faculty are recommended as graduate faculty by the Department Chair without a vote by the Department.
TERMINAL DEGREE REQUIREMENTS FOR NON-TENURED POSITIONS WITHIN THE DEPARTMENT

All lecturer and administrative exempt positions which involve teaching or supervision of teaching within the Department require a terminal degree no lower than a Master’s Degree in Mathematics, Mathematics Education, or a closely related field.
APPENDIX A: Job Description for Administrative Personnel

A.1: Mathematics Specialist
[Revision approved 5/29/2002]

The position is a joint position in the Academic Support Center and the Department of Mathematics.

Basic Functions and Responsibilities:

- Provide personalized remedial developmental mathematics tutoring to assist students in acquisition of course concepts for basic and intermediate algebra for approximately sixty to seventy students each quarter.
- Organize and structure small collaborative study groups for students in basic and intermediate algebra. Select and train upper-class group leaders for these study groups.
- Inform the institutional community (students, faculty and staff) of the goals, objectives, and services of the Mathematics Special Studies Program (MATH 199).
- Track and evaluate student performance and prescribe instructional programs for individual students who need remediation.
- Teach one lower-division mathematics course each quarter.
- Coordinate all sections of MATH 104 (Intermediate Algebra) taught by Graduate Instructors and Adjuncts.

Minimum Qualifications Required:
Formal Education: Master’s degree with a major in mathematics or mathematics education, a strong background in mathematics, and a minimum of three years of teaching experience.

The following qualifications will also be considered:
Experience in alternative teaching methods and cultural awareness.

A.2: Developmental Mathematics Coordinator
[Revision approved 5/29/2002]

Basic Functions and Responsibilities:

- In consultation with the Department Chair, hire, train and supervise undergraduate tutors for the Mathematics Tutoring Lab.
- Organize the delivery of all sections of MATH 100,101,102 and103, and for those courses: a) Assist and supervise the instructors. b) Monitor and evaluate student performance. c) Observe and evaluate instructor performance.
- Coordinate the Mathematics Placement Testing Program: Schedule, deliver and monitor tests; maintain data and reporting on placement test results.
- Teach one lower-division mathematics course each quarter.

Minimum Qualifications Required:
Formal Education: Master’s degree with a major in mathematics or mathematics education, a strong background in mathematics, and a minimum of three years of teaching experience.
Desirable Qualifications:
Experience in a Mathematics Tutoring setting; experience with alternative teaching methods and cultural awareness.