

Criteria for Instructor-track Promotion in the Department of Mathematics

The following represents the guidelines, specific to promotions in the Department of Mathematics.

Criteria for Promotion to Senior Instructor

The candidate will document evidence in the following categories, typically by means of a portfolio. The promotion committee will separately solicit letters of evaluation which will be used along with the candidate's portfolio. Expectations and assessments in every category listed here must take into account the candidate's workload percentages.

Teaching and Advising

Teaching and advising and evaluation thereof is guided by the Faculty Manual, Section E.12.1. The main teaching and advising-related criterion in considering a promotion case is demonstrated success in and a sustained commitment to high quality teaching and advising. Evidence should include faculty evaluations of classroom performance, and other documentation demonstrating interest and involvement in curricular activities as well as professional development in teaching. A successful portfolio will include a brief reflective statement addressing the candidate's professional development in teaching, incorporating supporting evidence.

Research/Scholarly Activity

Research and evaluation thereof is guided by the Faculty Manual, Section E.12.2. This is not typically applicable to faculty in the instructor track. If applicable, the guidelines for evaluating research are described in the promotion guidelines for the professor track.

Service/Outreach

Service and outreach (outside the requirements of teaching duties), and evaluation thereof, is guided by the Faculty Manual, Section E.12.3. Faculty in the instructor track have an expectation of service commitments in proportion with their workload distribution. Service and outreach can include (but are not limited to) participation in the self-governance of the

Department, College, or University through their various committees; outreach to the community; and participation in regional, state, or national mathematical activities.

Position Effectiveness

Some faculty may have substantial components of their workload assigned to administrative or managerial tasks. In this case the evaluation will include assessment of performance and competence in position specific responsibilities using evidence compiled by the candidate and the promotion committee.

Criteria for Promotion to Master Instructor

Promotion to Master Instructor is guided by the same principles as promotion to Senior Instructor. The expectations, however, are higher and go clearly beyond simply the time in a candidate's current rank. Instead, candidates need to have demonstrated leadership skills and impact on projects of high value to the department. Expectations in all areas listed below must take into account the candidate's workload percentages.

Teaching

Beyond a consistent track record in successful teaching, candidates should have shown success in evolving the teaching mission of the department, in particular concerning service courses. This includes developing courses/curriculum/programs, guiding or mentoring the development of teaching skills for junior department members, coordinating courses, or running instructional centers.

Research/Scholarly Activity

Research and evaluation thereof is guided by the Faculty Manual, Section E.12.2. This is not typically applicable to faculty in the instructor track. If applicable, the guidelines for evaluating research are described in the promotion guidelines for the professor track.

Service/Outreach

Candidates for promotion to Master Instructor should have demonstrated capability and leadership in the service and outreach activities described in the guidelines for promotion to Senior Instructor above.

Position Effectiveness

Some faculty may have substantial components of their workload assigned to administrative or managerial tasks. In those cases, extensions of the criteria mentioned above will be considered for promotion cases.