TEXAS CHRISTIAN UNIVERSITY  
DEPARTMENT OF MATHEMATICS  

CRITERIA FOR TENURE, PROMOTION, REVIEW, AND MERIT EVALUATIONS

The Department of Mathematics affirms the general statement of professional activity set forth in the 2004-2005 Handbook for Faculty & University Staff as our standard of faculty evaluation for tenure or promotion recommendations and for review and merit pay increases.

The primary purpose of requiring significant professional activity of faculty is to insure they remain intellectually alive and remain abreast of their field. Such activity is enormously important in mathematics because of the rapid growth of the mathematical sciences.

Turning to specifics, we consider five areas of professional activity:
A. Teaching  
B. Scholarship  
C. Advising  
D. Service  
E. Professional Development

Teaching and scholarship are considered to be of equal importance in the decision making process, while each is considered to be twice as important as advising or service. It is to be understood that the categories in some cases may overlap and must be evaluated collectively in any measure of an individual’s professional accomplishments.

A. TEACHING

Teaching is the single most important function of the University. It is expected that each faculty member will demonstrate competence in this area. Evidence of quality teaching is exemplified by a possession of knowledge of one’s subject and the ability to convey this knowledge in the classroom. An effective teacher should stimulate students to think critically and to develop the ability to solve problems. Effective teaching also includes, among other things, the instructor’s ability to: organize the subject matter; test students fairly and impartially; keep accurate records for evaluation of progress; and maintain sensitivity to student needs and problems.

Evaluation of teaching excellence is measured by the student’s perception of the instructor’s performance, by colleague evaluation, and by the department chair.

The development of new curricula and courses, as well as appropriate revisions to maintain currency in the curriculum, are assumed to be integral to the profession.
B. SCHOLARSHIP

1. Publication. It is expected that faculty members will maintain professional competence in their areas of specializations. The normal mode for demonstrating this competence is publication in appropriate refereed forums. Among these we include research papers, monographs, texts, reviews, book chapters, and expository articles. This list is not exhaustive.

Evaluation of scholarship is based upon quality of activity and not quantity. Quality can be measured, in part, by the prestige of the journal in which a publication appears or the series in which a book is published. It must be mentioned that in the area of mathematical research, the mere discipline of systematic hard work, an essential ingredient in library and laboratory research, is not guarantee of publication. Moreover, a good idea that results from years of work may take only a few pages to express. Therefore, neither frequency of publication nor length of papers is a good guide to the quality of research in mathematics.

In the case of publication where multiple authorship is involved, it assumed that each author has made a substantial and significant contribution to the work.

2. Grants. It is assumed that faculty will seek extramural and intramural funding for research projects, curriculum development, improvement of teaching and other areas related to mathematics and education. In general, grants received from national agencies carry more weight than those from lower level agencies (state, regional or local groups).

3. Presentation of scholarly papers. Another indicator of scholarship is presentation of research papers at regional, state, national, and international meetings. Regular presentation is encouraged. Invited papers and refereed papers presented at meetings as well as papers published in conference proceedings are generally more significant than contributed (unrefereed) papers at meetings.

4. Creative activity. Scholarly work in mathematics can also appear in other forms: reviewing of mathematical papers of all forms, and of text books, refereeing of research and expository papers, editing, problem solving, as well as participation in mathematical activity in many other guises. Inclusion of these creative activities in the evaluation process is necessary to provide a comprehensive view of the faculty member as a mathematician and teacher.

5. Additional scholarly activities. A faculty member may submit additional information concerning activities which he/she considers to be related to scholarship or research.

C. ADVISING

Advising is not necessarily a duty of all Mathematics Department faculty at all times; consequently, it is not appropriate for advising to be a mandatory criterion for promotion, tenure, and merit salary increases. However, it is a necessary, important, and sometimes time consuming activity for the faculty who are assigned advising duties. Thus, for the faculty
who do advising, it must be considered by the chair when recommendations are made for promotion, tenure, or salary increases.

**D. SERVICE**

Service includes functions which are considered to be an integral part of academic life which do not include teaching, research, or professional development. It may take place at the department, college, university, local or national level. Service includes, but is not limited to, activities such as consulting, professional speaking engagements (other than presentation of papers at meetings), committee work, administration, community service related to the profession and sponsorship or participation in activities related to one’s role as a faculty member or a mathematician.

**E. PROFESSIONAL DEVELOPMENT**

Professional development endeavors may be applied to teaching or to research activities. These are activities which the faculty member undertakes to develop and maintain knowledge pertinent to one’s teaching and research discipline(s) and to keep abreast or recent developments in his/her areas of specialization. Within the Mathematics Department it is often the case that one individual’s professional activity stimulates others in the Department so that the collective effect is, in some sense, greater than the sum of its parts.

In some cases this internal stimulation takes the form of visible public activities: department seminars, colloquium presentations, joint study projects, special sessions at national meetings or conferences. In other cases, it takes place in a one-to-one basis, with individuals talking with each other about mathematics, teaching, or curriculum reform. In either case, the effects become visible in new department initiatives as well as in broadened interests and expertise of the members of the department.

Leadership in these areas is vitally important to the department and must be recognized as a significant aspect of professional activity. Because cooperative projects benefit their leaders only indirectly, it is easy for such efforts to vanish under the press or more urgent teaching and professional activity. Nevertheless, such efforts contribute to this distinctiveness of the Department. We believe they should continue as opportunity and interest coalesce, and that such cooperation within the Department should be an important component in the evaluation of professional activity. Every effort will be made to include such contributions in the evaluation process.

**PROMOTION TO FULL PROFESSOR**

Promotion/appointment to the rank of Full Professor signifies achievement in degree beyond that required to attain the rank of Associate Professor. Scholarly work and participation in professional organizations must be sufficient for one to have gained stature in the discipline at the regional, national, and international level. An individual must have demonstrated continued effectiveness and excellence in teaching, and must have provided leadership to their professional organizations, Department and University.
EXTENSION OF PROBATIONARY PERIOD FOR NON-TENURED FACULTY

In the case of an extraordinary experience or even beyond the individual’s control that affects a non-tenured faculty member’s professional performance, the faculty member may request an extension of the probationary period. Such request should be timely, but no later than one year after the event of consequence. In making request for an extension of the probationary period, the faculty member relinquishes any and all claims to de facto tenure. A faculty member may address such request directly to the Vice-Chancellor for Academic Affairs or to the Dean or Department Chair who will forward such request to the Vice-Chancellor for Academic Affairs for decision. Prior to rendering a decision, the Vice-Chancellor for academic Affairs will consult with the Academic Dean.

NOMINATION PROCEDURE FOR EMERITUS RANK

On the retirement of a faculty member from the Mathematics Department, the tenured faculty of the department shall make recommendations to the Mathematics Department Advisory Committee on Emeritus Rank. To qualify for emeritus rank at Texas Christian University, a faculty member must hold permanent tenure and have served at Texas Christian University for at least ten years. In addition, the faculty member must have made a substantial contribution to the programs of the Mathematics Department. With the retiree’s (emeritus candidate’s) consent, the tenured faculty or the Mathematics Department will meet and review retiring faculty for the purpose of recommending emeritus status. Upon their recommendation for emeritus status, the subsequent procedures for nomination and appointment to that status are the same as those for promotion in rank.