

Department of Mathematics and Statistics

# Governance Document

Based on the original Structure adopted  
January 16, 1976

Approved by Vote of the Faculty on

April 30, 2010

## MISSION STATEMENT

- The Department of Mathematics and Statistics is committed to the highest standards of excellence in teaching, research and scholarship, and service.
- We strive to enhance students' abilities to reason mathematically and to communicate mathematical ideas effectively, and we strive to instill in students a desire to continue their involvement in mathematics.
- We strive to extend mathematical knowledge, to support quality undergraduate and graduate programs, and to proclaim publicly the diversity and coherence of the discipline.
- We strive to provide scholarly expertise, and to cooperate and collaborate with colleagues from other disciplines for the good of the University and its service area, and to advance the discipline in the councils of the university.

**VISION STATEMENT** The Department of Mathematics and Statistics will build scholarship in mathematics and exhibit leadership in the teaching and learning of mathematics. We will maintain broad strength in mathematics and strengthen multidisciplinary collaborations that provide the foundations of scientific principles and prepare students for a technological society. We will provide our students with a quality educational experience in mathematics that is responsive to the needs of all students while recognizing student achievement in mathematics and enthusiasm for creative thinking.

## CORE VALUES

- The Department believes strongly in the individual worth of every student, and continues to provide a high quality education in mathematics and statistics within the environment of a small, student-centered academic unit.
- The Department values the expertise of its faculty and endeavors to extend mathematical and statistical knowledge and to avail these skills to benefit our students, the university, and the community.
- We respect others and value diversity of opinion, freedom of expression, and other ethnic and cultural backgrounds.
- We value a broad education of foundational knowledge in mathematics and statistics emphasizing multidisciplinary connections, with curricula enrichment through research and experiential learning.
- We value the creation of mathematical and statistical ideas which are original, rigorous, elegant, meaningful, contextualized, coherent, and instructive for the discipline.

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## Part I

### 1 DEPARTMENT CHAIR

1. All Department policies and practices shall be consistent with all agreements entered into by the University plus all other University-wide policies and practices.
2. The final authority for the Department Chair Position Description is contained in the current Collective Bargaining Agreement.
3. The Chair of the Department is the Administrator for the Department as well as a teacher in the Department. As a teacher, the Chair is committed to quality performance in teaching, scholarship, and University Service.
4. As the Administrator of the Department, the Chair shall perform all such tasks and assignments consistent with University policies and practices which shall accrue to the efficient and effective conduct of the operation of the Department. Some examples of specific responsibilities are:
  - (a) Teaching schedules
  - (b) Supervision of the Department office
  - (c) Call meetings of the Department faculty at least once per term and call special meetings when requested by one-fourth or more of the Department's full-service faculty
  - (d) Maintain custody and inventories of all University property and supplies charged to the Department
  - (e) Enforce University regulations and, with appropriate consultation, develop and carry out administration and education policies in the Department
  - (f) See that matters of faculty prerogative are properly implemented

### 2 ASSISTANT TO THE CHAIR

1. Selection and term of Office
  - (a) The Assistant to the Chair is elected every five years, following the election of the Chair. In each of the five years the Assistant to the Chair is appointed using the reassigned time form at the start of the fall term.
  - (b) Only full service faculty of the Department who apply are eligible.
  - (c) The election is by standard Condorcet ballot (see Appendix C) with deadlock settled by the Chair among those with the most first place votes in the Condorcet winner set.
2. Duties
  - (a) Assist the Chair, specifically with advising and/or scheduling
  - (b) Serve as temporary Chair during vacations or other temporary absences of the Chair as much as possible when such absences are declared by the Dean of the College of Science, Technology, Engineering, and Mathematics (STEM)
  - (c) Serve on committees as prescribed by this document, coordinate interaction with part-time faculty

### 3 EXECUTIVE COMMITTEE

#### 1. Membership (5 members)

If a vacancy develops, a simple plurality election shall be used to fill the committee to 5 members, ties decided by lot.

- (a) Department Chair – chair of the committee
- (b) Statistics Coordinator
- (c) Graduate Coordinator
- (d) Assistant to the Chair
- (e) Chair of the Math Major committee

#### 2. Duties

- (a) Recommend policy on all collegial matters not assigned to other committees or specifically retained by the department faculty as a whole (all underlined references shall be defined by the Agreement)
- (b) Advise the Chair on administrative matters not assigned to another committee
- (c) Oversee department budget requests
- (d) Develop and evaluate academic goals of the department
- (e) Appoint ad hoc committees to consider special problems as needed
- (f) Develop and approve agenda for department meetings
- (g) Fill vacancies on committees and run department elections
- (h) Recommend policy on allocation of travel funds
- (i) Make appointments as prescribed below
- (j) Review proposed changes in this document, especially those which are dictated by negotiated changes in the Agreement or implied by the precedential nature of grievance decisions
- (k) Recommend policy on summer teaching rotation
- (l) Recommend policy on registration procedures, teaching loads, class scheduling and teaching assignments
- (m) Be available to hear objections to the administration of policies in 2l and recommend possible solutions as a possible alternative to normal grievances or complaints
- (n) Recommend procedure for advising
- (o) Seek candidates for Department Senator
- (p) Seek candidates for the department representative to the Dean's Advisory Council
- (q) Appoint mentors for non-tenured faculty
- (r) Recommend department reassigned time for scholarly activity [J.4](#)

## 4 HONORS AND SCHOLARSHIPS COMMITTEE

1. Members include the Director of CURMath, the Graduate Coordinator, and the Statistics Coordinator.
2. Duties
  - (a) To identify outstanding majors for nomination to receive scholarships and honors
  - (b) To locate and encourage new scholarships and honors

## 5 DEPARTMENT PROMOTION COMMITTEE (DPC)

1. Membership (3-5 members, 5 preferred)
  - (a) Eligibility. Only full service tenured faculty who are not applying for promotion are eligible.
  - (b) The committee should include one member from each rank if available; the remaining members are chosen at large.
  - (c) Election Procedure
    - i. From those eligible and willing to serve a ballot will be prepared. All faculty may vote in the election, and will be permitted to vote for at most five candidates.
    - ii. Candidates will be ranked according to votes received. Ties will be broken by casting lots or other random mechanism employed by the Assistant to the Chair, and in the presence of the respective faculty if requested.
    - iii. The DPC members will be appointed in the order determined by the ranking and consistent with the requirements of the YSU-OEA Agreement regarding DPC composition.
2. The Department Chair shall convene the first meeting of the committee.
3. The DPC will abide by all requirements in the YSU-OEA Agreement.
4. For DPC operating guidelines please refer to APPENDIX [L.5](#).

## 6 CURRICULUM MANAGEMENT – SERVICE COURSES

### 6.1 Course Coordinators (10 assignments)

1. Appointed by the Executive Committee from those actively involved with the courses if possible
2. Duties
  - (a) Survey present practices in teaching the courses
  - (b) Recommend changes in course and texts to the Service Curriculum Committee
  - (c) Coordinate common exams (if any)
3. Specific assignments

- (a) Math 1500
- (b) Math 1501
- (c) Math 1504, 1513
- (d) Math 1507, 1552
- (e) Math 1570, 2670, 3785
- (f) Math 2623
- (g) Math 2625
- (h) Early Childhood
- (i) Middle School
- (j) Stat 2601

## **6.2 Calculus Committee (4 members)**

1. Members are appointed by the Executive Committee.
2. Duties
  - (a) Act as coordinators for 1571, 1572, 2673, 3705
  - (b) Coordinate common final exams
  - (c) Coordinate service to the engineering school
  - (d) Review proposal for changes in freshmen math major programs
3. This committee reports to the Service Curriculum Committee except for 2d in which it reports to Mathematics Major Committee.

## **6.3 Service Curriculum Committee (at most 7 members)**

1. Chaired by the Assistant to the Chair
2. Other members – appointed by the Executive Committee
  - (a) Math 1500, 1501
  - (b) Math 1504, 1513
  - (c) Math 1570, 2670, 3785
  - (d) Math 1507, 1552
  - (e) Math 2651, 2652
  - (f) Math 2623
  - (g) A representative of the Calculus committee.
3. The Assistant to the Chair shall hold one of positions 2.
4. Duties and Changes
  - (a) The following courses are responsibilities of the committee
    - i. Those listed in 3 and 2a



- ii. Other courses which may be developed which are of a service nature
  - (b) The committee shall receive and review reports of course coordinators and approve syllabi and texts for courses. In general serve as a curriculum committee for courses in [4a](#)
  - (c) Coordinate interaction with schools and department services
  - (d) Review effectiveness of the course coordinator system and recommend adjustment and changes to the Executive Committee
5. This committee reports to the Executive Committee.

## 7 CURRICULUM MANAGEMENT – MAJOR COURSES

### 7.1 Mathematics Major Committee (6 or 7 members)

#### 1. Membership

Representatives of the following areas of mathematics:

- (a) Abstract algebra, number theory, combinatorics and related areas
  - (b) Abstract analysis, topology, foundations, classical geometry and related areas
  - (c) Classical analysis, differential equations, differential geometry and related areas
  - (d) Operations research, numerical and computational mathematics
  - (e) Mathematics education
  - (f) Graduate Coordinator
  - (g) Statistics Coordinator
  - (h) Director of CURMath
2. The chair of the previous year's mathematics major committee serves as chair until the first meeting of the committee for the year, at which the committee selects a chair for the year.
3. Term of Office and election procedure

Persons in positions [1a](#) through [1e](#) serve for two years. Elections for positions [1a](#), [1c](#), and [1e](#) take place in odd numbered years, and for positions [1b](#) and [1d](#) in even numbered years. Replacements are elected as needed. (In the first year of this policy all representative positions are elected.)

Persons wishing to serve in one of the representative areas should indicate his/her choice to the Executive Committee. No person can stand for election for more than one of the representative positions. All faculty vote for one candidate in each representative position. Winners are decided by plurality, ties by lot.

#### 4. Duties

- (a) Serve as a curriculum committee for all mathematics courses not assigned to the Service Curriculum Committee
- (b) Approve changes in course guidelines and (in the case of multi-section courses) texts as recommended by course coordinators or faculty
- (c) Review changes in major programs

- (d) Review changes in the Mathematics Minor
- (e) Screen possible course offerings under 3795 and 5895
- (f) Appoint advisory groups to consider special problems as needed

## **7.2 Middle Childhood Mathematics Specialist Committee (3 members)**

1. Membership: selected from those involved in these and related courses
2. The committee selects a chair
3. Reports to the Executive Committee
4. Duties
  - (a) Coordinate courses in this program and advises students
  - (b) Review changes in major programs
  - (c) Screen possible course offerings under 3795 and 5895
  - (d) Appoint advisory groups to consider special problems as needed.

## **7.3 Statistics Committee (4 members)**

1. Membership: selected from the statistics faculty
2. The Statistics Committee will elect its chair who will be designated as the Statistics Coordinator. This will be a three year term.
3. The Committee reports to the Executive Committee.
4. Duties:
  - (a) Serve as a curriculum committee for all courses in statistics
  - (b) Advise the Statistics Coordinator on any and all matters related to statistics

# **8 COMMITTEES APPOINTED BY EXECUTIVE COMMITTEE**

1. Colloquium & Seminar Committee (3 members)
  - (a) Reports to the Executive Committee
  - (b) Coordinates seminar activity
  - (c) Promotes guest speakers and colloquia
2. Library Committee (3 members)
  - (a) Reports to the Executive Committee
  - (b) Coordinates library acquisitions
3. High School and Public Relations Committee (3 members)
  - (a) Reports to the Executive Committee

- (b) Coordinates departmental participation in University sponsored public relations events
4. Computer Planning Committee (3 members)
    - (a) Reports to Department Chair
    - (b) Makes recommendations, both short-term and long-term, on departmental hardware and software needs
  5. Assessment Committee (5 members including Coordinator)
    - (a) The committee is chaired by the Assessment Coordinator, who shall convene the first meeting.
    - (b) Membership: all full service faculty are eligible.
    - (c) Duties: prescribed by the appropriate sections of the Agreement or the university and in response to other needs identified by the Higher Learning Commission.
    - (d) All full service faculty are expected to participate in assessment initiatives at the department, college, and university levels.
  6. Graduate Executive Committee (4 faculty members including the Graduate Coordinator)
    - (a) The committee is chaired by the Graduate Coordinator.
    - (b) Duties:
      - i. Approve student degree programs including the subject matter of exit exams
      - ii. Evaluate admission applications and make recommendations to the Graduate Dean
      - iii. Evaluate assistantship applications and make recommendations to the Department Chair

## **9 GRADUATE COMMITTEE**

1. Membership: all Mathematics Graduate Faculty
2. Duties: approve all changes to the graduate program and graduate level courses.

## **10 STANDING DEPARTMENT GOVERNANCE COMMITTEE**

1. Membership: four ongoing members appointed by the Department Chair
2. Duties: as required by Article 9.3a of the YSU/OEA Agreement
  - (a) Initiate an annual review of the Department Governance Document
  - (b) Submit a reviewed and reaffirmed document or an revised and ratified document to the Dean prior to the last day of class in the current academic year

## 11 PROCEDURES

1. Faculty initiated proposals and appeals:
  - (a) Begins with course coordinator or appropriate committee and works upward to department faculty or until satisfaction is achieved
  - (b) Should consult Chair or Executive Committee if the process in [1a](#) bogs down
2. The Executive Committee can declare a coordinator or committee delinquent and request the faculty to approve the removal of the delinquent party. Every effort should be made to avoid this unpleasantness.
3. Ordinarily a person will be rotated off a committee after three years.
4. Recommendations on collegial matters are to be made to the faculty through the Executive Committee, and administrative matters to the Department Chair.
5. This document becomes effective by majority vote of the faculty and approval of the Chair, and may be modified by the same means.
6. Dates of elections, appointments, terms of office:
  - (a) Assistant to the Chair. Term of office: Five years. Election takes place following election of the Chair. The newly elected Assistant to the Chair takes office at the beginning of Fall term.
  - (b) Graduate Coordinator. Term of office: Three years. Election takes place near the beginning of Spring term. The newly elected Graduate Coordinator takes office at the beginning of Fall term.
  - (c) Assessment Coordinator. Term of office: Three years. Election takes place near the beginning of Spring term. The newly elected Assessment Coordinator takes office at the beginning of Fall term.
  - (d) Elected Committee Positions. With the exception of the Promotions Committee, elections for positions provided in this document are to take place successively early each Spring term after the election for Assistant to the Chair (if appropriate). Those elected take office in the Fall term and serve for 12 months.
  - (e) Executive Committee. Newly elected ex-officio members of the Executive Committee take office in the Fall term (except for filling vacancies) for a 12 month term. (The timing of some of these positions is not specified by this document.)
  - (f) Appointments. Appointments to be made by the Executive Committee and Chair are made in the Spring term after the elections of item [6d](#) above. Executive Committee appointments are made by the incoming Executive Committee. (If the Department Senator or Graduate Committee Chair have not been elected by the time appointments are made, the current office holders will serve.) Appointments are made for the academic year beginning in the Fall. A person may be reappointed (see [3](#) above).
  - (g) Timing Guidelines. To avoid haste, the elections of [6a](#) and [6b](#) above should normally be completed before the end of the ninth week of the term, and appointments should normally be made beginning immediately after the elections, finishing before the end of the twelfth week.

## **12 STATISTICS COORDINATOR**

1. The Statistics Committee will elect its own chair who will be designated as the Statistics Coordinator. This will be a three year term.
2. Duties
  - (a) Oversee and coordinate all matters related to statistics
  - (b) Maintain a list of full-time and part-time Statistics faculty
  - (c) Assist the Department Chair in scheduling statistics courses
  - (d) Serve on committees prescribed in this document

## **13 PART-TIME FACULTY**

When selecting new part-time faculty, a minimum educational requirement is a Masters degree in Mathematics or an equivalent combination of education and experience. The use of part-time faculty who do not meet this requirement will be discontinued no later than 1999.

The Service Curriculum Committee together with the Assistant to the Chair will review the credentials and performance of all part-time faculty. The Assistant to the Chair together with the course coordinator will review teaching evaluations and be made aware of all problems. If a part-time faculty is to be considered for a specialized course, the judgment of the course coordinator along with that of the Assistant to the Chair will be used to determine the suitability for that particular course. These recommendations will be considered advisory with the Chair being the ultimate authority on hiring of part-time faculty.

## **14 RECRUITMENT OF FULL-SERVICE FACULTY**

If positions for full-service faculty are available, the Executive Committee will appoint a Search Committee in accordance with affirmative action guidelines. This committee will advertise in the appropriate manner and attend the appropriate meetings in order to develop the best possible pool of candidates. The final recommendation to hire will be by two-thirds majority of those full-service faculty voting.

## **15 FACULTY OFFICES**

When a faculty member retires or leaves the University, that member's office will be reassigned on a seniority basis from those interested in that office.

## **16 CORRESPONDENCE OF AGREEMENT ARTICLE 9.3a TO DEPARTMENT GOVERNANCE DOCUMENT**

1. Department curricular matters such as curriculum revision, requirements for major and minor and program development:
  - (a) Curriculum revision
    - i. Service courses – Service Curriculum Committee, Item [6.3](#)

- ii. Major courses – Mathematics Major Committee, Item [4a](#)
  - A. Middle Childhood Mathematics Specialty Committee, Item [7.2](#)
  - B. Statistics Committee, Item [7.3](#)
- (b) Requirements for major – Mathematics Major Committee, Item [4c](#)
- (c) Requirements for minor – Mathematics Major Committee, Item [4d](#)
- 2. Rotational system for summer teaching – Appendix [D](#) and Item [2k](#)
- 3. Departmental travel funds expenditure policy – Appendix [B](#) and Item [2h](#)
- 4. Development and evaluation of the academic goals – Item [2d](#)
- 5. Those collegial rights delineated in Article 12 – Item [5](#)
- 6. Recommendations on library acquisitions – [2](#)
- 7. Department budget requests – Item [2c](#)
- 8. Recruitment and recommendations to the dean of appointments to the full-time faculty – Item [14](#)
- 9. Department statement of normally expected activities and expectations for progress toward tenure and promotion - Appendix [L](#)
- 10. Credential review, performance evaluation, and recommendation of both part-time faculty and faculty applying for ETS.
  - (a) Part-time Faculty – Item [13](#)
  - (b) ETS – Appendix [I](#)
- 11. Assignment of faculty to offices – Item [15](#)
- 12. Advising of departmental majors – Appendix [G](#) and Item [2q](#)
- 13. Mentoring of faculty – Appendix [H](#) and Item [2q](#)
- 14. Development, review, and modification of departmental workload policies – Appendix [J](#) and Items [2l](#), [2m](#)

## Part II

# APPENDICES

## A Text and Syllabus Changes

These procedures concern:

1. Adoption and change in syllabi
2. Text choices for normally multi-section courses

Proposals for change are to be initiated by or submitted to the course coordinator. The coordinator's recommendations are submitted to the appropriate curriculum committee. After receiving approval there, they are submitted to the Executive Committee for announcement as intended changes. At each stage, provision should be made for input from interested faculty.

The Executive Committee will publish the intended changes as received from the curriculum committees. If no objection is heard within a one week period, the Executive Committee will announce the change as adopted.

Any faculty member wishing to object to the change should object to the appropriate curriculum committee and coordinator and give the Executive Committee, through the Assistant to the Chair, written notice that an objection is being made. If the objection can be resolved, the committee involved should so inform the Executive Committee which will announce the change as adopted (after the one-week period referred to above).

If the objection cannot be resolved in one week, the Executive Committee will bring the matter to a departmental meeting.

Anyone proposing a change which does not get the approval of the course coordinator or curriculum committee may appeal the proposal as provided for in the Governance Document.

## **B Department Travel Policy**

1. Travel requests: For planning purposes, the faculty will be asked to submit travel requests by May 1 for the coming academic year. The Executive Committee will approve requests based on the guidelines in items 2 and 3 and will attempt to protect the interests of newly hired faculty. The Executive Committee recognizes that for each year of the current contract, the university is required to budget to each academic department a travel fund as specified in Article 24.5a of the 2008-2011 Agreement. The Executive Committee understands that the departmental travel fund is to be used in accordance with department governance documents, subject to the normal university standards for allowability, and shall be utilized to provide for professional travel which is primarily in the interest of the university. The Executive Committee further understands that the university will allocate unencumbered funds to each College Dean's office as specified in Article 24.5b for additional faculty development travel.
2. Allocation of Funds: The first priority for the use of departmental travel funds will be given to travel directly related to departmental business or to professional activity in mathematics or statistics. It is understood that "professional activity" includes mathematics or statistics education and service to a discipline-related professional organization. Travel requests for other purposes may be approved subject to the following restrictions:
  - (a) funds are available in excess of those needed for first priority requests,
  - (b) the travel is demonstrably related to the traveler's work at the university,
  - (c) in cases of recurring requests for similar purposes, the Executive Committee may also require evidence that past travel has produced specific benefits for YSU.
3. Additional Guidelines: The Executive Committee may also consider the following as additional guidelines:
  - (a) Travelers are expected to minimize travel costs by preregistration for conferences, use of discount air fares, and other appropriate means.

- (b) No traveler should expect to be reimbursed for meeting registration by an amount that exceeds that charged for the pre-registered member of the society that sponsors the meeting.
  - (c) No traveler should expect to be reimbursed for air travel that exceeds the round trip supersaver rate. In addition, if the travel extends to Saturday and the combined cost of an additional day's lodging, meals, and travel on Sunday, is less than the travel when returning on Saturday, reimbursement should be expected only for the lesser amount.
4. Sufficient Funds: If department travel funds budgeted for the year are sufficient to cover travel costs based on travel requests submitted, the Executive Committee will allocate funds for requests deemed appropriate as specified in items 2 and 3 with the understanding that no traveler will be denied the amount budgeted per bargaining unit member for professional travel.
  5. Procedures in Case of Insufficient Funds: If all requests cannot be approved as requested, a notice to this effect will be distributed to the faculty so that voluntary withdrawals of travel requests might be considered. If the committee expects to deny or cut requests selectively, the faculty who might be affected will be offered the opportunity to submit additional information, modify their request, and/or appear before the committee before decisions are reached. If requests are selectively denied or cut, applicants affected will be given a written explanation of the decision. The Chair will keep track of actual travel expenses and, in case of under spending, notify those cut or denied first.

## C Condorcet Ballot Procedures

1. Mathematical Modeling Problem: The problem is to construct a method of voting when more than two persons are running for the same office. In general terms this should be as much like the case when two run for one office as is possible. More specifically the procedure should have the following properties:
  - (a) The relative standing of candidates  $x$  and  $y$  should be independent of the other candidates.
  - (b) If there is a candidate  $x$  who could beat any other candidate  $y$ , then  $x$  should be the winner.
2. Voting Procedure for  $n$  candidates
 

Each voter lists the  $n$  candidates in order of preference and submits this ballot to the election committee.
3. Ballot Counting Procedure
  - (a) the election committee tallies the vote in all  $(n/2)$  possible 2 candidate elections and determines a winner for each;
  - (b) if any candidate wins all  $(n-1)$  elections in which they are involved, that candidate is declared elected;
  - (c) if no candidate wins all  $(n-1)$  elections in which they are involved, the candidates are divided into two sets  $A$  and  $B$  as follows:



- i.  $A \neq \emptyset$ ,
- ii.  $B$  is as large as possible provided  $x \in A$  and  $y \in B$  implies  $x$  defeated  $y$ . The winner is chosen from  $A$  by some method.

## D Summer Rotational Policy

1. General Statement on Summer Teaching – used for constructing summer roster as printed in YSU Summer Bulletin
  - (a) See 4.5.1 of the Agreement.
  - (b) All full-service department members shall have access to summer teaching on an equitable basis.
  - (c) The following should not be used as criteria for determining who may teach or how many hours are assigned: degree status, rank, tenure status, annual salary rate.
  - (d) Unless part of the leave agreement, being on sabbatical leave, or sick-leave during the year preceding any given summer does not alter an individual's eligibility for summer teaching.
  - (e) Course assignment, time, and number of preparations are at the discretion of the Chair with the following general guidelines:
    - i. Preference should be given to professional development over personal convenience.
    - ii. Those with fewer hours should be given personal preference over those with more hours.
    - iii. Assignment should be consistent with principles and practices in effect during the academic year.
    - iv. Every effort should be made to insure teaching jobs for those faculty assigned to teach marginal courses.
    - v. Temporary faculty whose contract will be renewed for the next academic year and who desire summer teaching will be included in the summer rotation at the bottom of the underload and overload list.
2. Records and Responsibility
  - (a) Records on individual full-service faculty summer assignments should be kept by the Chair.
  - (b) Records should be kept by the Chair on the summer course offerings in order to identify strong offerings and marginal courses.
3. Normal Load and Rotation Policy
  - (a) A normal load situation is in effect when every full-service department member, who desires, may teach between 2 and 4 hours in the summer. If some members are required to teach less than 2 hours, an underload rotation policy is in effect. If some members are assigned more than 4 hours, an overload rotation policy is in effect. The Chair should also attempt to use the overload policy if at the beginning of the summer term or later it is discovered that some faculty may teach more than 4 hours. The rotation policy is explained in [3c](#).

Before making overload-underload determination, the Chair may hold back certain courses, not to exceed 10% of the total summer hours, for last minute assignment to full service faculty if possible, in order to protect faculty assigned marginal courses.

- (b) If a normal load situation is in effect, the Chair should attempt to allocate loads of 2, 2, 3, 3, and 4 hours so that everyone has about the same average load for the summers that they have taught unless a faculty member requests a lesser load which will not count in the average.
- (c) An underload list (to be used in an underload situation) of full-service faculty will be randomly generated as soon as this policy is in effect. Initially the overload list (to be used in an overload situation) will be the underload list in reverse order. Newly appointed faculty will be added to the bottom of the overload list and the top of the underload list.
  - i. If the underload policy is in effect (at the time the schedule is constructed), the underload list will be used to divide the faculty into 3 groups as follows:  
 Group A: load of 3 s.h. or more (from the top of the underload list) generally 6 week courses  
 Group B: Load of 1, 2, 2 s.h.  
 Group C: no hours  
 Persons declining to teach in an underload situation will not lose their relative standing on the underload list. A person teaching in an underload situation goes to the bottom of the underload list. The number of hours taught affects the order also (see (3)). As hours are refused by faculty or become available for whatever reason the hours will be distributed first to group C then group B and finally group A so that the resultant loads can still be divided into groups A, B, C as above with the order given by the underload list maintained as closely as possible.
  - ii. If the overload policy is in effect, the overload list (from top to bottom) will be used to determine who is to receive more than 4 hours of teaching as listed in the schedule. The overload list should also be used, to the extent that it may be possible, to determine who is to receive hours which become available at the start of the summer term. Persons declining an overload do not lose their relative standing on the overload list and a person accepting an overload goes to the bottom of the overload list. The amount of overload affects the order also (see (3)).
  - iii. Relative standings in the overload and underload lists will be affected by the numbers of hours involved. For example, if A receives two hours and B one hour then B will be above A on the appropriate list.
  - iv. A faculty member requesting no summer load goes to the top of the overload list.

Chair’s note regarding use of overload list at the start of summer term: 2008-2011 Agreement 4.5.5 gives maximum loads of 6 WH for a one term or 9 WH for the entire summer.

**MODIFICATION OF SUMMER TEACHING POLICY** A faculty member declining a summer teaching assignment, in whole or in part, at the initial offering will be credited with the following summer teaching opportunity in the future year of the member’s choice:

Hours Declined	Hours Credited
(0, 3)	1
[3, 5)	2
[5, ∞)	3

A maximum of 12 WH can be accumulated by any faculty member at any time.  
The following abbreviations will be used:

**TAH:** Total number of summer teaching hours available to the department for distribution on the initial offering date.

**FWT:** The total number of faculty expressing a desire for summer teaching at the time of the initial offering.

1. The “number of hours declined” on which credit for future work will be based is  $TAH/FWT$ .
2. The amount of hours available to those faculty wishing to recall hours credited in any one year shall be  $MAX \{ .25 TAH, TAH - (4.0) FWT \}$ . If those faculty having credited hours and wishing to teach are to be restricted, then priority of award, on a course by course basis, will go to those faculty having the longest years of credit.
3. All faculty hired after this plan goes into effect will be placed at the top of the underload list.

This policy will go into effect with the summer quarter 1986 and the following operational details will be followed.

#### **Operational Details:**

1. The Chair estimates the number of available summer hours. This provides TAH.
2. The faculty are asked if they want to teach. This provides FWT.
3. Anyone declining summer teaching at this time receives  $TAH/FWT$  “hours declined” and the corresponding number of “hours credited” to their pool.
4. The faculty are asked if they wish to draw hours from their pools and, if so, the number of hours.
5. Faculty wishing to draw hours from their pool will receive teaching loads as close as possible to  $(TAH/FWT) + (\text{request hours from their pool})$  and their pool will be reduced by  $(\text{actual hours taught}) - (TAH/FWT)$ .
6. The normal overload/underload list will be used, when appropriate, to determine other summer teaching loads.

## **E Indirect Costs for Grants**

Faculty members in the Department of Mathematics and Statistics who have generated a grant will receive the portion of indirect costs that are allocated to the department to use for a bona fide purpose with the approval of the Chair.

## F Pre-Tenure Review

All faculty hired after August 15, 2008 shall undergo a formal pre-tenure review in their third or fourth probationary year as specified in the 2008-2011 Agreement section 10a.2.

Additionally, non-tenured faculty may volunteer any year for a “dry-run” of their Tenure Review with the same conditions as the formal pre-tenure review. At a meeting of the department tenured faculty, the non-tenured faculty member would appear to present information and to answer questions regarding his/her tenure candidacy. Additional discussion would take place in the candidate’s absence which would include a report from the Chair. A general impression of the perceived opinion of the tenured faculty would be conveyed to the non-tenured individual after the meeting by the Chair together with one other member of the tenured faculty. No formal votes will be taken or formal records kept.

Any “dry-runs” given will be done during October of each year. Each individual can have at most two “dry-runs”, including a formal pre-tenure review.

## G Advising

The instructor in the classroom will play a key role in encouraging students to seek advising. Full Service faculty are asked to post an advising appointment sheet and to actively encourage majors in mathematics and secondary education/mathematics to seek advising from them or some other adviser. These students can be easily identified from the ‘major’ column on class rosters. Upper division students should be encouraged to seek advising from a regular adviser who will eventually become their project adviser. Part-time and Graduate Assistant instructors are asked to send majors in their classes to the department office, where they will be directed to an adviser.

## H Mentoring Policy

We believe in extending our efforts in providing new nontenured faculty with a smooth transition into the academic environment and in trying to ensure the retention and the future success of such a faculty member.

A mentor is a tenured associate or full professor in the department who provides support in the areas of teaching, research, and service for a new nontenured faculty member. One mentor is assigned to each new nontenured faculty member by the Executive Committee. The responsibilities of a mentor include:

1. providing the nontenured faculty member with nonbinding advice and suggestions concerning teaching, research, service, and monitoring his/her progress in these areas
2. assisting the nontenured faculty member in the preparation of materials for the year end review, tenure, and promotion portfolios
3. keeping instruction and advice confidential
4. helping to familiarize the nontenured faculty member with undergraduate and graduate curriculum, structure, and student advising
5. helping to familiarize the nontenured faculty member with the workings of the department: main office policies, classroom policies, committee affairs and workings, computer questions, senior project policies, *etc.*

6. giving advice on settling into the Youngstown area and being available for questions about the Youngstown area

## I ETS Guidelines

Faculty opting for ETS should inform the Chair in an informal and non-binding manner by November 15, immediately preceding the December 15 deadline. The Chair will then schedule a binding vote on the full service faculty on whether to accept the individual as an ETS faculty. A simple majority is necessary. This vote is binding for one year. If the individual does not enter into an ETS agreement then the individual must be re-voted upon again according to the above guidelines.

## J Workload Policy

The Department of Mathematics & Statistics workload policy is designed to serve as a guide to the members of the department and the Chair in the allocation of responsibilities within the department. The policy reflects the department's mission to provide quality instruction at both the undergraduate and Masters level, to have department members maintain active research agendas, and to provide service to the Department, the University and the community. This policy has been designed to meet the requirements set forth by the YSU Board of Trustees Faculty Workload Policy, the YSU-OEA Agreement, and the OBOR guidelines of faculty workload.

### J.1 Standard Workload

The Department of Mathematical Sciences is considered an active baccalaureate and masters degree granting program. The recommended norm for teaching in this type of program is 60-70% of total hours worked, with 30-40% for research, service, and other professional activities. Target workloads for the department will range from 20-100% teaching workloads, 0-50% research, and 0-30% service.

Workload hours (WH) consist of teaching hours (TH), research hours (RH), and service hours (SH), and are calculated as  $WH = TH + RH + SH$ . The standard approved teaching load for faculty members in STEM is consistent with 22-24 teaching hours per academic year.

The faculty contract mandates a maximum teaching load of twenty-four hours with any hours beyond 24 to be paid at an overload rate, and that a faculty member has the option of refusing any assignments in excess of 24 hours. Subject to STEM workload guidelines, the Department shall attempt to maintain a workload consistent with the following principles unless otherwise directed by the faculty:

1. New tenure track faculty shall receive a 6 hour reduction in their workload during their first year.
2. The maximum teaching load per semester will be 13 semester hours unless requested by the faculty member.
3. For faculty with 3 different preparations in any one semester, only 3 courses shall be assigned.
4. For faculty with 4 courses in any one semester, only 12 hours shall be assigned that semester.
5. For faculty who teach large sections the work credit for that course will be 1.5 times the credit hours of the course.

The assignment of TH will be based on the following criteria:

1. Undergraduate and graduate lectures = 1.00 TH/class hour/semester
2. Conference Courses: as per the Agreement, Section 13.4.
3. Individual Study courses: as per the Agreement, Section 13.4.
4. Undergraduate Thesis or Capstone Projects: as per the Agreement, Section 13.4. If a faculty member supervises a student in an undergraduate thesis or capstone project (MT 4896 or 4897H) in the summer, the faculty member's TH hours will be deferred to the following fall term.
5. Graduate Thesis Projects (Agreement MOU, Section 13.8.1 in *italics*): *A faculty member who is assigned, in writing, the major responsibility for direction of a thesis option graduate student shall receive 1.0 TH for each student supervised per semester provided that the student remains enrolled the entire semester. A faculty member shall receive no more than 2.0 TH per student for the duration of the graduate student's academic tenure.* In the Department of Mathematics and Statistics, a student occasionally signs up for 6 thesis hours in one term. In this instance, the supervising faculty member will receive the total 2.0 TH with the second hour being deferred to the next non-summer term. *A faculty member shall receive no more than 3.0 TH per semester for supervising graduate students in their thesis work.* Any teaching hours above the maximum of 3.0 TH must be deferred to subsequent semesters.
6. Graduate Non-Thesis Projects (Agreement MOU, Section 13.8.2 in *italics*): *A faculty member who is assigned, in writing, the major responsibility for direction of a non-thesis option graduate student shall receive 0.5 TH for each student supervised per semester provided that the student remains enrolled the entire semester.* Upon completion of the project, the faculty member will receive an additional 0.5 TH to be deferred to the following non-summer term. *A faculty member shall receive no more than 1.0 TH per student for the duration of the graduate student's academic tenure. A faculty member shall receive no more than 1.0 TH per semester for supervising graduate students in their non-thesis work.* Any teaching hours above the maximum of 1.0 TH must be deferred to subsequent semesters.
7. Exception (Agreement MOU, Section 13.8.3 in *italics*): *No workload credit is provided for supervision of graduate student thesis or non-thesis projects during summer term. No workload credit is provided for direction of a graduate student who is also enrolled in a credit-bearing thesis or independent research course.* If a student signs up for 3 thesis hours in the summer, the supervising faculty will receive 1.0 TH to be deferred to the following fall term. If a student signs up for the full 6 thesis hours in the summer, the supervising faculty will receive the total 2.0 TH to be deferred to the following fall term. A faculty member directing a student who signs up for a non-thesis project in the summer will receive 0.5 TH to be deferred to the following fall term and, upon completion of the project, an additional 0.5 TH to be deferred to the following non-summer term.
8. Faculty may bank TH obtained from graduate and undergraduate thesis and non-thesis projects and request that they be unbanked in future years in order to obtain a course reduction. Faculty member shall keep a record of their banked hours and make unbanking requests on their Reassigned Time Request form, which must be submitted to the Chair by March 1.

## **J.2 Reassignment of Duties**

Faculty who seek a reassignment under the terms of the Agreement between YSU and YSU/OEA shall apply according to procedures set forth in the Agreement.

Examples of reassignment include the following activities:

- Service to the Department as the Graduate Coordinator (with a minimum reduction of 3 hours per year, as in accordance with section 13.4a of the 2008-11 YSU/OEA Agreement)
- Reduction of teaching load financed by external grants
- Reassignment of duties by the Dean of the College of STEM
- Research activities supported by sabbatical, faculty improvement leaves and research professorships
- Reassignment of duties allocated by the Chair with the advice of the Executive Committee

## **J.3 Reassignment of Duties by the Department**

To support work beyond the normal obligations of teaching, scholarship and service, the Chair may, with the advice of the Executive Committee, reassign faculty to work on specific projects. The following duties will be assigned department reassigned time: Graduate Coordinator, Assistant to the Chair, Math 1501 Coordinator, Outreach Coordinator, Assessment Coordinator, the Director of CURMath, and the YSU MathFest Coordinator. The number of hours of these reassignments will be assigned in consultation with the Chair on a yearly basis. Standard Department reassignments per year are as follows:

- Graduate Coordinator, 6 SH/year
- Assistant to the Chair, 6 SH/year
- Math 1501 Coordinator, 8 SH/year
- Assessment Coordinator, 3 SH/year
- Director of CURMath, 6 SH/year
- Outreach/YSUMathFest Coordinator, 4 SH/year
- College and High School Calculus Coordinator, 2 SH/year

Proposals outlining other projects must be submitted to the Chair on the Reassigned Time Request form by March 1. The STEM Dean and the Provost must also approve any reassignment. The projects must involve a substantial time commitment. Upon completion of the project the faculty member must submit to the Department Chair and the STEM Dean a written report describing the activities undertaken with the reassigned time. The report will be added to the faculty member's personal file. The Chair will prepare the course schedule for the next academic year taking into account overall departmental needs and resources and the faculty member's Workload Accountability Report. If a disagreement occurs between the Chair and the faculty member, an advisory committee will hear the opinions of the faculty member and the Chair and submit their collective opinion to both parties. If a disagreement still exists, a departmental meeting will be called to discuss the matter. However, as stated in the contract, the responsibility for faculty teaching loads and schedules is an administrative right.

#### **J.4 Departmental Reassigned Time for Scholarly Activity**

The OEA has negotiated reassigned time for any faculty engaged in the following activities:

- Overload (see Article 4.7)
- Non-teaching assignments (see Article 13.4a)
- Certain Association activities such as OEA president and Chief negotiator (see Article 19.8), and
- Distance Education development and instruction (see Article 28.3)

In addition to contract negotiated reassigned time specified in the Agreement, the Department would like to provide a vehicle by which those STEM faculty who are heavily engaged in scholarly activities would have an opportunity to apply for reassigned time currently not provided for in the YSU/OEA Agreement.

The assignment of RH will be based on the following criteria:

1. RH will be assigned for the publication of articles in a refereed journal or the publication of a textbook or laboratory manual. (This would not apply to YSU only publications.) The RH assignment will be determined by the Executive Committee in consultation with the faculty member.
2. RH will also be assigned for obtaining external funding. The RH assignment will be determined by the Executive Committee in consultation with the faculty member(s) and should be congruent with the faculty member's time commitment as PI or Co-PI to the project.

Research is an integral part of faculty workload. The Department recognizes that faculty members must stay current with ongoing scientific developments within their field of research in order to provide students with a high quality educational experience that includes the latest scientific findings and techniques. In addition, it is expected that all faculty members will seek extramural funding for both scientific and pedagogical projects. To support these efforts, the Chair, in consultation with the Executive Committee, may award additional RH to individual faculty members.

All faculty members who wish to request research reassigned time must submit to the Chair a Reassigned Time Request form by March 1 of each year. The Chair, using the previous year as a guide, will submit a tentative schedule of WH for each individual faculty member to the Executive Committee by March 15 of each year. The Executive Committee will meet and determine overall WH for each faculty member based on their requests and the recommendation of the Chair. The results of this deliberation will be reported to the Chair and individual faculty members by April 1 of each year. If there is disagreement by an individual faculty member, written remarks will be submitted to the Executive Committee by April 7 and the Executive Committee will respond by April 15. The Chair will prepare the course offerings for the next academic year based on the recommendations of the Executive Committee, taking into account the overall needs and resources of the Department.

At the completion of the academic year, all faculty receiving RH or SH reassigned time must submit a report summarizing the activities and accomplishments relating to the reassigned time awarded during that academic year.



#### J.4.1 Definition of Scholarly Activity

Appendix C of the Agreement clearly outlines normal expectations of faculty regarding tasks, duties, and assignments. In particular, the Agreement defines scholarship as a working commitment to inquiry and research and to creative achievement. Hence, the Department understands that any scholarly activity for which the Dean is willing to consider for reassigned time must go beyond the faculty's University obligation for the generation of new knowledge and practices which in itself imposes a responsibility for creativity, whether in inquiry and investigation, writing, design and production, or in the performing and fine arts. To that end, the Department accepts and employs the broader definition of "scholarly activity" as a creative work that is peer reviewed and publicly disseminated. This definition was first espoused by Boyer (1990) and then modified for the Land-Grant system by Weiser (1996) (see <http://www.cals.vt.edu/facultystaff/evaluation/scholarlyactivitydefinition.html> and <http://www.adec.edu/clemson/papers/weiser.html> for further information). Using this definition gives all three mission areas (teaching, research, and outreach) greater flexibility in accomplishing scholarly work.

The Department understands that excellence in teaching, research, and extension (outreach) is achieved by committed faculty; and that success in such endeavors involves creative, peer-validated discovery and the effective communication, development, and integration of new knowledge into relevant applications. It is further recognized that faculty activities that are not scholarship in themselves, can involve creative, communicated, peer-validated intellectual work (scholarship) in the form of discovery, development, integration, and artistry. The Department also supports the concept that peer validation and communication can occur in many ways including, but not limited to, peer-refereed publications. We further acknowledge that there are three essential items needed to effectively evaluate a faculty member's scholarly activity:

- An assessment of their performance of assigned duties;
- An assessment of their scholarly achievement; and
- An evaluation of their service activities.

#### J.4.2 Expectations for Reassigned Time for Scholarly Activity

The Department acknowledges that although some faculty positions are devoted primarily to conducting discipline-oriented research with a few additional assigned responsibilities, other faculty positions have extensive assigned duties (in areas such as teaching, advising, extension, or administration), with fewer opportunities for scholarly output. Further, the Department understands that some scholarly activity is expected of all tenure-track faculty regardless of assigned duties. Table 1, adapted from Weiser and adopted by Virginia Tech, establishes a framework for the expectations of faculty seeking this type of reassigned time and should be considered when applying for this type of reassigned time.

It is understood that faculty seeking this type of reassigned time will be held to the highest level of achievement and accountability to which these activities can be performed. Moreover, it is understood that it is the faculty member's responsibility to document their activities and provide strong evidence of the level of their achievement in fulfilling the three missions.

#### NOTES:

- Web sites are by their nature publicly disseminated. Faculty wishing to receive credit for their web site as a scholarly activity should work with the Chair to have their site peer reviewed.

Category	Teaching	Research	Outreach
Nature of the Scholarship	Develops and communicates new understanding and insights; develops and refines new teaching content and methods; fosters lifelong learning behavior.	Generates and communicates new knowledge and understanding; develops and refines methods.	Generates and communicates new knowledge and understanding; helps learners develop new skills; assists learners with changing current practices; works with learners to help them develop new aspirations.
Primary audiences for the Scholarship	Learners; educators; peers; the public.	Peers; other scientists, supporters or research; the public.	Extension agents; learners; other extension educators; peers; the public.
Primary means of communicating the Scholarship	Teaching materials and methods; curricula; web sites; publications and presentations to educator peers and the public.	Peer-reviewed publications and presentations; patents; public reports and presentations.	Peer-reviewed curricula, extension publications; web sites and web-based publications; periodicals and reports; peer-reviewed presentations and publications.
Primary criteria for validating the Scholarship	Originality and significance of new contributions to learning; depth, duration and usefulness of what is learned; lifelong benefits to learners and adoption by peers.	Originality, scope, and significance of new knowledge; applicability and benefits to society.	Impact; breadth, value, and persistence of use; attitudinal and management practice changes of learners.
How the Scholarship is documented	Teaching portfolio: summaries of primary new contributions, impacts on students and learning; acceptance and adoption by peers; evidence of leadership and team contributions.	Summaries of primary contributions, significance and impact in advancing knowledge, new methods, public benefits; communication and validation by peers; evidence of leadership and team contributions.	Summaries of primary contribution, communication to agents and learners, significance and scope of use and benefits; commercial and social value; acceptance and adoption of extension program; evidence of leadership and team contributions.

Table 1: Scholarly Activities associated with Teaching, Research, and Outreach. Adapted from Weiser (1996); see <http://www.adec.edu/clemson/papers/weiser.html>.

- It cannot be stressed enough that assessment of faculty is an ongoing project that will continue to evolve over time. For example, note that a teaching portfolio concept is introduced Table 1. This can be a powerful tool in organizing and presenting the teaching excellence of a faculty member. Virginia Tech, Stanford, MIT, Indiana University, and the University of Michigan are partnering on the Sakai 2 e-portfolio project. Teaching e-portfolios appear to be a nationwide trend.

## K Department Attendance Expectations

The Department currently expects every faculty member to volunteer to attend at least two commencement functions each academic year. Faculty members are asked to select from two of the following four categories:

- Fall Commencement (mid December) 8 volunteers
- Honors Convocation (mid April) 8 volunteers
- Spring Commencement (mid to late May) 8 volunteers
- Summer Commencement (mid to late Aug) 8 volunteers

## L Tenure and Promotion Guidelines

It is the goal of the Department of Mathematics and Statistics to build strength in mathematics, statistics, and mathematics education. Recommendations for tenure and promotion will be made relative to this goal. The Department endorses the "whole faculty" concept and each candidate for tenure will be judged on the candidate's total impact on the Department, the College, the University, and the Community. The Department expects high quality performance in all areas of academic life – Teaching, Scholarship, and Service – and insists on outstanding accomplishment in some of these areas. Each new faculty member will meet with the Chair of the Department to prepare a mutually agreed upon agenda. This agenda shall outline and include the Departmental expectations for receiving tenure and promotion. It may be updated during subsequent periodic conferences. The agenda shall include items that provide evidence of consistent quality performance and promise during the probationary period, and shall include a coherent and active program in each of the areas of Teaching, Scholarship, and Service. The tenured faculty and the membership of the Department Promotion Committee will conform to the latest YSU-OEA Agreement and the entirety of the Departmental Governance Document. The Mathematics and Statistics Department hereby sets forth its modus operandi in assessing a candidate's fitness to occupy a permanent seat in the Department and to be promoted. This instrument will serve as a guide to help these groups in evaluating performances of individuals. Note: these groups will be referenced in the sequence as "the Committee". Excellence in instruction and in professionally related activities is the principal reason for the University's existence. Among the criteria relating to this excellence are teaching effectiveness; scholarly and research activities; and service to the Department, the College, the University, the Community, and the mathematical sciences professions. The responsibility for the preparation of all materials to be presented to the Committee and successive levels of the University Administration is the sole responsibility of the candidate. The candidate is urged to solicit aid from colleagues who have some knowledge of this tenure or promotion process. The summary vita, a list of publications, list of courses taught, number of students in each class, student evaluations, and all similar data are the ultimate responsibility of the candidate. Upon submission, these become part

of the official faculty personnel file, which then contains the only items to be considered for either process.

## L.1 Teaching Effectiveness

**Classroom Teaching** Commitment to and excellence in classroom teaching is expected. The Department views teaching and scholarship as highly interrelated activities; it is assumed that excellence in one fosters excellence in the other. Items to be considered include the following: student evaluations, development of instructional materials (syllabi, tests, *etc.*), participation in the assessment of learning, the development of new or significantly revised courses, the development of new, innovative, and useful teaching techniques, awards for teaching excellence, awards of teaching grants, direction of Projects and Master's Theses, direction of doctoral dissertations, exam committee memberships, preparation of exams, and supervision of independent study courses. Further items may be found in the Appendix of the YSU-OEA Agreement.

**Continued Development in Specialization** Each candidate will submit evidence of continued growth as it relates to the candidate's teaching by providing a list of their teaching activities. Among these should be included the design and structuring of new courses, the use of innovative techniques of teaching, attendance at conferences in the areas of teaching specialization, reading in related areas, and willingness to keep abreast of new teaching techniques. Any consulting work or scholarship with an impact on teaching might also be listed. Authorship of textbooks, if any, would play a vital role as an indicator of continued growth.

**Organization and Presentation** There is no single scale to measure reliably and objectively a teacher's ability to organize subject matter and present it to the students in a logical and meaningful way. Teaching ability manifests itself in different ways: the teacher's concern in meeting the course objectives; a willingness to prepare adequately for each class session; a concern for the students; and the reputation with students as a teacher. However, only information found in the individual's official personnel file may be used to evaluate the candidate's teaching ability. The candidates must submit for consideration the results of their teaching evaluations; and they may submit copies of unsolicited letters from students and colleagues, and any recognitions for distinguished teaching, which may have been awarded through university and external organizations. The Committee should consider in their evaluation of the candidate's teaching actual observation of the candidate's classroom teaching by the Chair or other faculty, along with observation of the candidate's colloquium and seminar presentations.

**Relating to Students and Colleagues** Candidates must demonstrate the ability to relate effectively to students, both in and out of the classroom, and to colleagues. They must additionally display interest in participating both formally and informally in discussions about objectives, content, and teaching methods.

**Motivation of Students** The Committee will be interested in the candidate's ability to motivate and stimulate creativity in undergraduate and graduate students. The names of students engaged in research under their direction should be provided, since any information along these lines could indicate an ability to stimulate creativity in students. Such information should include but not be limited to the success of students for which they might claim involvement. Some examples of such success are: common exam scores, presentation of projects or theses,

placement in graduate schools, COMAP success, Putnam success, MAA awards, *etc.* The preceding should be considered as “Scholarship of Students” and is directly related to a student’s success.

## L.2 Research and Scholarly Activity

Research and scholarly activity include: articles in refereed professional journals; articles submitted for publication and favorably reviewed; books, chapters in books, monographs; grants and contracts received; grants and contracts reports; invitations to participate in symposia, colloquia, or other research conferences; and organizing sessions or conferences in mathematics. Further items may be found in the Appendix of the YSU-OEA Agreement.

**Outside Recognition** Candidates should include on the vita a list of scholarly and research activities that have resulted in recognition from outside the university. These might encompass invitations from organizations to address professional meetings; textbook adoptions; invitations to give colloquia lectures at universities other than their own; participation in regional, national and international conferences and meetings, particularly if the candidate assumed any leadership position; editorship of any professional journals; publications in refereed journals, and any articles by others which quote or make reference to the candidate’s research or scholarly activity; staff contributions and referee services for professional journals and screening services for the National Science Foundation and similar organizations, *etc.*

**Scholarship Production** The candidate will furnish the Committee with a list of their publications; papers accepted but not yet published, description of scholarship in progress, and abstracts of formal lectures, short papers, and informal talks. It is the responsibility of the candidate to demonstrate the relevance of their scholarship to their growth as classroom teachers and to the profession in general.

**Potential for Growth and Development** The candidate’s potential for continued growth; development and success in their declared agenda will be judged on the complete record of scholarship.

**Significant Books and Articles** Attached to the candidate’s vita should be copies of reviews of any books, articles in professional journals which have been accepted but have not yet appeared in print, citations, and Mathematics Reviews, if appropriate. In unusual circumstances, the Committee, through the Chair, may wish to verify the authenticity of these documents. Departmental evaluations of journals, proceedings, *etc.* will be made as each application for tenure or promotion is submitted.

## L.3 University Service

Service, both of a professional and public nature, is involved in evaluation of faculty performance. Acceptable levels of performance are evaluated both in terms of quality and quantity. Regarding quantity, all faculty, unless specific exceptions are made, are expected to participate in the activities of departmental level committees and, as appropriate, at college and university levels. Typically this would consist of some active committee assignments in the department plus college or university assignments as they might occur. For established faculty, a visible amount of professional service within the discipline of mathematics outside of the university is expected, such as contributing to professional associations at various levels, holding office in such organizations, doing editorial work

reviewing scholarly manuscripts for publishers, and generally contributing to the overall well being of the discipline.

University Service includes: Departmental Service; Departmental administrative activities; Student advising; Service on Departmental committees; Departmental newsletter; University Service Outside of the Department; College-wide and university-wide committees; Collaborative programs with other disciplines and other universities; Grant reviewing, journal refereeing and editing; program evaluation and similar activities; officer or committee work in such organizations as AMS, MAA, SIAM, PME, AWM, NCTM, ASA at national, regional, state, and local levels; and public lectures or presentations relevant to mathematics. Further items may be found in the Appendix of the YSU-OEA Agreement.

**Service at the Departmental, College, or University Level** Committee memberships for current and relevant years should be listed by the candidate in their vita. A year is relevant if it is applicable to tenure or promotion. This list should be arranged chronologically at the departmental, college, and university levels, noting position as chairperson on committees parenthetically. Other kinds of departmental, college, and university services should be mentioned and include service to other universities and community.

**Activity in Professional Organizations** As evidence of the candidate's activity in professional organizations related to their own discipline<sup>1</sup> or to the profession of university teaching, the candidate should list in the vita memberships and offices held, if any, in these organizations. They should mention any committee services, refereeing, editorship of any professional journals, or reviewing of professional literature that may have been performed for professional organizations.

**Advisory Service to Students** The Department assumes that every teacher will provide effective advisory service to its students as part of the teacher's assignment and obligation. The candidate may mention in the vita any special advisory services which were provided to students.

## L.4 Tenure and Promotion Criteria

### Criteria for Tenure OR Promotion to Associate Professor

To be recommended for tenure or promotion to Associate Professor, an individual is expected to meet the criteria as mandated by the YSU-OEA Agreement, have demonstrated that they are an effective teacher and have demonstrated the potential for leadership in their specialty.

**TEACHING** There should be evidence of a sustained commitment to excellence in teaching by the candidate as reflected in faculty and departmental evaluations based on measures discussed in Teaching Effectiveness Criteria, including student evaluations, development of curricula, development of teaching techniques, awards for teaching excellence and grants, direction of projects at the undergraduate and graduate levels, direction of theses at the Master's and Doctoral levels, *etc.* The candidate must have a consistent pattern of positive faculty and department evaluations in teaching and have achieved a level of performance that is strong or outstanding.

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<sup>1</sup>The word "discipline" is meant to be understood in a broad sense. It could refer to pure mathematics, applied mathematics, statistics, mathematics education, *etc.*

**SCHOLARSHIP** There should be a sufficient body of work that indicates the applicant has a well-defined agenda for future scholarship and continued scholarly growth. Further, this body of scholarly work should contain original work unless the nature of the candidate's specialization should reasonably justify otherwise.

**SERVICE** There should be evidence of a positive contribution to the Department, College, University, or community.

### **Criteria for Promotion to Full Professor**

A full professor in the Department of Mathematical and Statistics is expected to meet the criteria as mandated by the YSU-OEA Agreement, and to have demonstrated leadership in each of Teaching, Scholarship, and Service. Candidates must demonstrate that they have made contributions to research or creative activity in their discipline and have established a record of achievement. A candidate is expected to make a positive contribution to the university and to the profession.

### **L.5 Guidelines for the Department Promotion Committee (DPC)**

The DPC will be elected and will operate according to the provisions of Section 5 of the Governance Document. The following are additional guidelines for the DPC and its interaction with the candidate(s) for promotion. The DPC will

1. elect its own Chair,
2. select its own Secretary to keep the minutes as specified in the current YSU-OEA Agreement,
3. read and enter the statement of Equal Opportunity into the minutes,
4. devise a tentative schedule to accomplish all its required work as specified in the current YSU-OEA Agreement,
5. devise guidelines for how to rank those candidates recommended for promotion,
6. devise a voting procedure to determine committee decisions regarding recommendations, and rankings of those candidates recommended for promotion, and
7. abide by the principles of complete confidentiality regarding all proceedings, agreeing that only the Chair of the committee shall share information about such proceedings with candidates for promotion or other members of the Department.

### **M College of Science, Technology, Engineering, and Mathematics: Guidelines for Promotion (attached)**