

Guidelines for Performance Evaluation Committee (10-07)
Department of Mathematics
Missouri State University

The Department of Mathematics Personnel Committee will consist of faculty members who have completed two or more years of full-time employment in the department. The Committee will consist of four full professors.

The Committee will be chosen as follows. In the first year four people will be selected at random. The first two people chosen will serve two years, while the third and fourth will serve one year. Every year after the first year, two new people will be selected at random and each will serve two years. After serving on the Committee, a faculty member will not be selected to serve again until all eligible faculty members have served. If selected, a faculty member must serve. Faculty members with known conflicts, e.g. sabbatical approval, will be removed from the selection pool for that calendar year. Each year, the Committee will elect the chairperson and notify the department in a timely manner.

If a faculty member becomes unable to serve his or her remaining term, a replacement will be selected at random from those eligible to serve. This replacement faculty member will serve only the remainder of the original term. Neither faculty member will be placed back into the eligible pool until all eligible faculty members have served.

The Committee will be selected during December to begin serving in January.

Each committee member will be evaluated by the other committee members.

The main source of information for the Personnel Committee will be the college performance review, although a faculty member may submit additional information and the Personnel Committee will request any additional information needed.

The Committee will determine one of the following ratings in each of the three areas, teaching, research and scholarly activities, and service.

Ratings

- 5-Exceptional.** Results consistently exceed expectations.
- 4-Commendable.** Results frequently exceed expectations.
- 3-Competent.** Results consistently meet basic expectations.
- 2-Needs Improvement.** Results sometimes fail to meet expectations.
- 1-Unsatisfactory.** Results generally fail to meet expectations.

The Committee will give a written report of their determinations for all faculty members to the department head in a timely fashion. The Committee will include explicit justification for the **4** and **5** ratings in order to successfully compete with the rest of the college. The Committee will include explicit justification for **1** and **2** ratings in order to provide meaningful feedback for improvement. The Department Head will include a copy of the Committee's determinations to each faculty member along with his own.

Criteria for Performance Review
Mathematics Department
10/24/07

Each faculty member may submit information supporting meritorious performance in teaching; research and scholarly activities; and service. The evaluation committee should also request any additional information needed.

Each faculty member will be given one of the following ratings in each of the three areas, teaching, research and scholarly activities, and service.

Ratings

- 5-Exceptional.** Results consistently exceed expectations.
- 4-Commendable.** Results frequently exceed expectations.
- 3-Competent.** Results consistently meet basic expectations.
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- 1-Unsatisfactory.** Results generally fail to meet expectations.

Teaching

The following criteria will be used in the Department of Mathematics to rate faculty members according to their teaching effectiveness. Each faculty member's rating in teaching will be based on the faculty member's teaching activities and outcomes. As many as possible of the factors listed in the teaching activities and outcomes listed below should be considered in determining the ratings although no one of them should dominate the final result. The lists of activities and outcomes are not presented in order of relative merit.

Teaching Activities:

1. Classroom teaching; meeting classes reliably
2. Adhere to university policy
3. Provide fair and timely feedback to students.
4. Competently communicated appropriate material to classes.
5. Teaching large number of students and contact hours.
6. Teaching courses requiring intensive grading of student work.
7. Supervision of teaching assistants.
8. Supervision of pre-service teachers.
9. Academic advising of undergraduate students, including pre-engineering advising.
10. Maintaining office hours.
11. Supervision of a graduate student.
12. Member of an MSU graduate student thesis or seminar committee, or as an external member of a graduate student thesis or seminar committee, particularly when the faculty member provides significant guidance to the graduate student. This activity may alternately be included under service (University service for an MSU student, Service to professional peers for an external student).
13. Development of a new course, including special readings courses with extensive

- development requirements.
14. Taught courses not taught previously.
 15. Gave special readings courses.
 16. Supervision of independent study.
 17. Preparation or revision of educational materials such as textbooks, lab manuals, class handouts, educational software, and educational websites, and related efforts such as preparation of a grant or contract proposal to support these activities. These activities may alternately be considered as research activities if they involve a significant research component.
 18. Improvement in course/curriculum content, including significant revisions to a course's content.
 19. Incorporation of innovative pedagogical techniques or technologies.
 20. Faculty development in the area of teaching (participation in workshops, seminars, institutes, or meetings to develop teaching or advising skills).
 21. Supervision of undergraduate research.
 22. Guest lecturing in classes that are not your official responsibility, including substituting.
 23. Made seminar presentations to students.
 24. Incorporation of additional topics or exercises for an honors section, for students in a regular section taking the course for honors credit, or for graduate students in a combined undergraduate level-graduate level class.
 25. Providing help/tutorial sessions outside of scheduled contact hours.
 26. Administration or supervision of service learning or cooperative education opportunities, and supervision of interns.
 27. Organizing and/or conducting educational field trips for students, especially for the first time.
 28. Presentation at a workshop or conference on teaching.
 29. Preparation and submission of a grant proposal to support or enhance teaching or academic advising.
 30. Administration of a grant received for the support or enhancement of teaching or academic advising.
 31. Development of assessment tools to support teaching effectiveness (e.g., placement exams).
 32. Prepared students for math contests.
 33. Other (must justify recognition as a teaching activity).

Teaching outcomes:

1. Course policy statements and outlines.
2. Student evaluation scores.
3. Completion of a graduate thesis or seminar paper under your supervision.
4. Textbooks, text chapters, lab manuals, and class handouts. Publication of a textbook may alternately be considered under research if the preparation of the text involved a significant research component, and especially if the text could also serve as a professional reference.
5. Receipt of a grant to support textbook or lab manual. This may alternately be included under Research if the text or lab manual itself would be evaluated under

research.

6. Educational software or websites prepared.
7. Receipt of a teaching award (as a classroom teacher or thesis advisor).
8. Receipt of an award for academic advising.
9. Receipt of a grant to support or enhance teaching or academic advising.
10. Presentation by a student (graduate or undergraduate) mentored by you.
11. Publication by a student (graduate or undergraduate) mentored by you, on which you are not an author.
12. Recognition or award received by a student for whom you provided significant mentoring (thesis award, etc.).
13. Other (must justify relevance as an indicator of teaching effectiveness).

Faculty members meet basic expectations if they

- Adhered to university policy
- Prepared appropriate policy statements and teaching materials
- Met classes reliably
- Provided fair and timely feedback to students.
- Competently communicated appropriate material to classes
- Maintaining office hours

The department highly values the following activities and outcomes, especially those requiring extensive time commitments:

- Completion of a graduate thesis or seminar paper under your supervision.
- Development of a new course, including special readings courses with extensive development requirements.
- Receipt of a grant to support or enhance teaching or academic advising.
- Incorporation of innovative pedagogical techniques or technologies.
- Publication of a textbook or teaching manual.
- Receipt of excellent student evaluations.

Research and Scholarly Activity

The following activities and outcomes will be used in the Department of Mathematics to rank faculty on the basis of their research and scholarly activities – both to study and advance knowledge in the mathematical sciences as well as to study and advance the learning and teaching of that knowledge. The quality and significance of the work should be considered as well as the quantity. A multi-year viewpoint must be taken when evaluating research because the time for refereeing and accepting papers varies to a large extent. For example, publications would minimally receive two years' recognition. As many as possible of the factors listed in the two groups below should be considered in determining the ratings although no one of them should dominate the final result. The lists of activities and outcomes are not presented in order of relative merit.

Research activities:

1. Scholarly activity that has the potential to lead to critical peer review or evaluation by the scholarly community.
2. Faculty development in the area of research:
 - Participation in workshops, seminars, colloquia, professional meetings, etc. for the purpose of enhancing research skills, refining research questions, or improving research knowledge base.
 - Internship, apprenticeship, or collaborative work with other professional researchers (at MSU or elsewhere) for the purpose of learning new research skills. The new skills and their value must be described.
 - Maintenance or acquisition of expertise in areas of professional research interest by reading professional journals and monographs.
3. Preparation of a grant or contract proposal for funding to support research (including teaching research) or other scholarly activity.
4. Administration of a grant or contract received for research (including teaching research) or other scholarly activity.
5. Evidence of research activity (including teaching research or research related to supervising master theses or seminar papers), including evidence of research in progress, or preparation or submission of a manuscript for the publication of research results.
6. Preparation of a new text, or revision of a previously published text, and related activities such as preparation of a grant or contract proposal to support those activities, where that activity involves a significant research component.
7. Submitted articles to conferences and/or journals for publication.
8. Participated in professional development of others as part of research activity.
9. Other research activities (must justify).

Research outcomes:

1. Publication of original results, or a survey or expository work, as author or coauthor, in a peer-reviewed professional journal, conference proceedings, or report.
2. Publication of original results, or a survey or expository work, as author or coauthor, in a peer-reviewed book or monograph intended for a professional audience.
3. Publication of original results, or a survey or expository work, as author or coauthor,

- by invitation in an edited professional volume.
4. Book review or letter to the editor that contributes original research results or synthesis of results. The novel research component must be explained and justified.
 5. Invited presentation of research results at a professional meeting.
 6. Presentation of original results at a professional meeting, either orally or by poster.
 7. Co-authorship on a presentation of original results at a professional meeting. If peer-reviewed, the nature of the review process must be described.
 8. Research presentation (seminar) at an academic or research institution.
 9. Citations to your research in scholarly publications by persons other than yourself and co-authors.
 10. Research (including teaching research) grant or contract proposal submitted to a local, state, regional, national, or international funding agency or organization.
 11. Research (including teaching research) grant or contract received.
 12. Receipt of a scholarship, fellowship, internship, or endowment to provide research opportunities (sabbatical leave, summer fellowship, endowed professorship, etc.).
 13. An honorary research award, including election to honorary professional societies.
 14. Editorials, commentaries, or book reviews featuring your research, that were contributed to professional or popular journals by persons other than yourself, co-authors, or collaborators.
 15. Publication of a new text, or publication of a revised text, where the text reflects significant research, especially when the text may serve as a professional reference.
 16. Receipt of a grant or contract to support publication of a new or revised text, where the text itself would be considered under research.
 17. Other (must justify relevance as an indicator of research and scholarly productivity).

Faculty members meet basic expectations if they perform scholarly activity that has the potential to lead to critical peer review or evaluation by the scholarly community.

The department highly values the following research and scholarly activities and outcomes:

- Publication of a new text, or publication of a revised text, where the text reflects significant research, especially when the text may serve as a professional reference.
- Research (including teaching research) grant or contract received.
- Publication of original results, or a survey or expository work, as author or coauthor, in a peer-reviewed professional journal, conference proceedings, or report.
- Publication of original results, or a survey or expository work, as author or coauthor, in a peer-reviewed book, monograph, intended for a professional audience.

Service

The following activities and outcomes will be used in the Department of Mathematics to rate faculty on the basis of their university service. The key considerations in determining service rating are the time and effort spent on service. Untenured ranked faculty and unranked faculty may have less service expectations than tenured ranked faculty, and if so time comparisons used to establish ratings should be tempered by these expectations. The lists of activities and outcomes are not presented in order of relative merit. As many as possible of the factors listed below should be considered in determining the ratings although no one of them should dominate the final result.

Service activities:

Service to the University

1. Perform the service assigned to them by the department head.
2. Chairperson of a committee or council of the department, college, or university.
3. Member of a committee or council of the department, college, or university.
4. Non-classroom and non-committee departmental assignments. Examples include, but are not limited to: graduate student coordinator; secondary education coordinator; monitoring of dual-enrollment courses, late common finals, or comprehensive exams; computer lab network manager; webmaster.
5. Member of an MSU graduate student thesis committee. This activity may alternately be evaluated under teaching, particularly when the faculty member provides significant guidance to the graduate student.
6. Service as a faculty mentor.
7. Sponsorship of student organizations or clubs (KME, MAA, etc.)
8. Preparation of grant proposals to support service activities.
9. Administration of a grant received to support service activities.
10. Faculty development in the area of service (participation in workshops, meetings, symposia, etc. designed to build or enhance service skills).
11. Participation in university promotional activities (fund solicitation, etc.).
12. Student recruitment activities (Majors fair, recruitment trips to local high schools and colleges, etc.).
13. Conduct peer-review of teaching effectiveness for a colleague.
14. Contribution toward program or departmental accreditation.
15. Other University service activities (must justify).

Service to professional peers

1. Service to professional societies and organizations as an officer, committee member, evaluator, meeting organizer, symposium organizer, meeting host, panel member, organization evaluator etc.
2. Editorial work for a professional journal.
3. Editorial work on a professional book.
4. Peer-reviewing of manuscripts submitted to professional journals or edited volumes.
5. Peer-reviewing of grant proposals submitted to external funding agencies.
6. External member of graduate student thesis or seminar committee. This activity may alternatively be evaluated under teaching, particularly when the faculty member

- provides significant guidance to the graduate student.
7. Preparation of software or a website that is a useful resource for peers in the areas of service and/or research.
 8. Member of a site-visit team for the accreditation of an academic program at another institution.
 9. External reviewer of a promotion and/or tenure application for a faculty member at another institution.
 10. Organize or lead a scholarly field trip for an external audience.
 11. Other professional service activities (must justify).

Service to the Community

1. Service to the public education system beyond MSU, such as: presentations in local schools; organization or presentation of workshops for primary and secondary students; participation in science fairs and math contests such as the Pummill Math Relays, the Missouri Mathematics Competition, the Putnam exams.
2. Public speaking engagements related to your professional expertise and duties.
3. Service as a board member or officer of a private organization whose mission is complementary to that of the university or the department.
4. Participation in television, radio, or print media interviews that relate to professional duties.
5. Use professional expertise to serve as a member of a public service board, regulatory agency, planning committee, or professional registration commission of state, regional, national, or international scope.
6. Non-compensated professional consultation that is outside of formally assigned committee or advisory duties and is appropriate to the discipline. Examples include fielding phone calls from the general public, providing statistical advice, providing expert testimony, outreach to the public at large regarding mathematical topics, etc.
7. Other community service activities (must justify).

Service outcomes:

1. Service awards from the college or university, for service involving professional expertise.
2. Awards for meritorious service to external societies or organizations, for service involving professional expertise.
3. Written evaluations received that address the quality of, or the effort devoted to, service to the department, college, or university. Such evaluations should come from colleagues who supervised or cooperated in service activities, and may be solicited or unsolicited.
4. Popular articles or books directly related to your professional expertise or duties.
5. Materials designed to enhance the teaching, service, or research effectiveness of professional peers, such as special collections, computer programs, web sites, and improved technologies, provided that no profit is realized.
6. Professional book or monograph for which you are an editor or co-editor.
7. Published book review that draws upon your professional expertise.
8. Other service outcomes (must justify).

Faculty members meet basic expectations if they perform the service assigned them by the department head.