

Expectations of Tenure Candidates

Department of Mathematics and Computer Science

October 28, 2008

Teaching

The Department of Mathematics and Computer Science recognizes that productive, enthusiastic teaching in mathematics or computer science is an essential part of the careers of its faculty members. The department view excellence in classroom work as an on-going process, subject to frequent assessment and continuous change and improvement.

We strongly believe that one-on-one interaction with students is crucial to helping them develop as thinkers and problem solvers. We expect significant time to be devoted to office hours. We expect faculty to provide students with frequent and careful feedback on their work. We appreciate the roles that independent study and advising have in our one-on-one interactions with students. Excellent faculty will find ways to cultivate their own interactions with students.

From time to time, members of the department may develop new courses. Such new courses may be in areas of mathematics or computer science that are not in our current curriculum. Although new curricular needs arise more frequently in computer science than in mathematics, both areas of study demand continual oversight. By staying current in our field we are aware of the ways new developments can be meaningfully incorporated into the curriculum. We make on-going efforts to revise our courses and keep them up-to-date. We recognize that this is especially important and challenging for our colleagues in computer science. Excellent faculty members bring insight into departmental discussions about our curriculum, are willing to work on appropriate new courses, and actively revise the courses they teach.

Each faculty member is expected to contribute to the overall program by teaching a variety of courses, as dictated by the needs of the department. Our courses typically rotate among the faculty. We prefer our faculty to have a sense of ownership of the major rather than ownership of specific courses. All members also participate in our capstone inquiry program.

The department endorses the mission of Augustana College—providing a liberal arts education. We value the development and teaching of courses that contribute to college-wide curricular goals.

Our faculty members continuously monitor their own teaching. We expect faculty to consider the impact of their pedagogical decisions. Excellent faculty experiment and adapt. Classroom lectures may continue to be a large component of pedagogical technique. We strongly encourage the adoption of formative assessment tools, that is, methods that assess student learning as it happens in the classroom. We expect faculty to consult and reference specific sources of guidance for their own teaching, such as short courses at national or regional meetings, their own reading and research, and participation in on-campus workshops or off-campus teaching conferences. Excellent faculty reflect upon, document, and share their efforts in course design and classroom execution.

Excellence in classroom teaching is monitored from several sources. The department chair occasionally observes a class. Structured classroom observations by peers is expected. We generally expect department members to share exams and assignments with each other, so that we all know what each is doing. The department chair and other tenured members of the department will more formally evaluate course materials to make sure that each course is taught at an appropriate level and includes necessary content.

Student reception of faculty performance is an essential component of classroom success. Student feedback during the term and reflective responses by the faculty member to that feedback are frequently helpful. We use Augustana's course evaluations (student ratings of instruction) to measure student satisfaction. We expect course evaluations that do not show major problems. For new faculty, such evaluations often show ongoing improvement. We expect newly hired faculty to share the results of their student evaluations with the department chair and other tenured members of the department.

Scholarship

The Department of Mathematics and Computer Science recognizes that continued, active scholarship in mathematics or computer science is an important part of the

careers of its faculty members.

We expect our colleagues to be actively connected with the mathematics or computer science communities and their corresponding disciplines. Mathematics and computer science are alive, growing, and changing. There are many areas of scholarship that are of direct relevance to undergraduate education, even though the research required for the PhD may not be as directly relevant as it is in other disciplines.

Commitment to the scholarship of the discipline may be evidenced in many ways. By the time a tenure decision is made, an excellent candidate shows on-going scholarship by sharing that scholarship with others. On campus, we expect an excellent tenure candidate to have both presented lectures on a regular basis and to have regularly participated in the lectures and workshops provided by others.

An excellent candidate for tenure has a clear pattern of regular attendance at professional meetings, both national and regional. The candidate's case will be strengthened if, in addition to attendance, the candidate has also given lectures, talks, papers, or presentations at such meetings.

An excellent candidate for tenure has published his or her dissertation in a peer-reviewed journal.

An excellent candidate for tenure shows clear and unambiguous evidence of scholarly engagement. Evidence for such engagement typically includes a variety of markers, such as an article in a research journal, an article in a teaching journal, an article in conference proceedings, a book review, a grant proposal, a grant proposal review, a conference talk, a colloquium talk, a panel talk, leading a workshop, participating in a workshop, acting as a consultant, supervision of a student research project, a membership on a professional board, a book, a monograph, a textbook, a software project, the development of teaching materials, the incorporation of scholarship in course materials, the development of new courses reflecting recent scholarship and changes in the discipline, refereeing a paper, a publication project using the internet, and similar evidence.

Service

The Department of Mathematics and Computer Science recognizes that service to the department and the college is necessary for the department and college to function well. All faculty members are expected to be good citizens and contribute.

We share our advising load among tenured and tenure track faculty. Excellent faculty advise a fair share of our majors and take their advising responsibilities seriously.

We expect all our faculty members to participate in departmental governance. Thoughtful participation and prompt and regular attendance at meetings are necessary for a smoothly functioning department. Departmental assignments must be completed in a timely manner. Since some activities are only appropriate for tenured members of the department (such as evaluating tenure-track candidates), and other activities may have other restrictions, non-tenured faculty do not have quite as large a service component within the department as tenured members. Excellent faculty do their share willingly and well.

We work to create an intellectual climate in mathematics and computer science outside the classroom. We expect faculty members to participate in departmental seminars, reading groups, and from time-to-time to present results of their own work. Although attendance at each event is not required, excellent faculty make a priority of building community in our department by their presence and leadership.

We recognize that opportunities for college-wide campus service may take time to develop. Election or appointment to committees is not something a faculty member can control. When serving on a committee, we expect responsible service. All faculty have opportunities to help with admissions. We expect our faculty members to support the admissions effort by interviewing prospective students and participating in visit days as needs arise. We encourage our faculty members to become an adviser for first-year students.

Augustana College provides many activities for faculty members to participate in the wider college community. Some faculty may become an advisor for a student organization. Other opportunities include attendance at faculty forums, meetings, presentations, lectures, retreats, workshops, and the like, and music, sports, and

theater, to name just a few. An excellent faculty member becomes, through judicious choice, an active member of the college community by attendance at some events and involvement in others.