

**STATEMENT OF TENURE AND PROMOTION POLICY**

**DEPARTMENT OF MATHEMATICS AND STATISTICS**

**WASHINGTON STATE UNIVERSITY**

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## STATEMENT OF CONTEXT

The *Faculty Manual* of Washington State University (WSU) states the official criteria and procedures for advancement to tenure and promotion in rank. The *Statement of Tenure and Promotion Policy* of the College of Arts and Sciences explains their application in the College of Arts and Sciences (CAS). This document further specifies the criteria appropriate for the tenure and promotion of faculty in the Department of Mathematics and Statistics. These procedures provide a framework for evaluation and ensure due process for the candidate. Professional evaluation is based on informed judgment, which must be sound, adequately sampled, carefully reviewed, and subject to appeal. Nothing in this document should be construed to be in conflict with the broader statements of the university, the *Faculty Manual* or the *Statement of Tenure and Promotion Policy* of CAS. In case of apparent conflict, University and *Faculty Manual* rules take precedence over the *Statement of Tenure and Promotion Policy* of CAS, and they all have precedence over this document. The current *Faculty Manual* is found on the web at <https://facsen.wsu.edu/> and a current copy of the *Statement of Tenure and Promotion Policy* of CAS can be found at <http://cas.wsu.edu/faculty-staff/policies.html>.

The Office of the Provost provides additional information and advice on the tenure and promotion process and this information can be found at: <http://faculty.wsu.edu/career/tenure-promotion/promotions/>.

For faculty whose primary responsibilities reside at WSU Spokane, Tri-Cities, Everett, or Vancouver, input from the home campus is an important part of the review and process. The chair will consult with the appropriate academic director. Academic directors will provide input on annual tenure reviews, intensive third-year reviews, and tenure and/or promotion reviews to department chairs/school directors. The input will be acknowledged and incorporated explicitly into the tenure and/or promotion review narratives by the department chair. The dean is responsible for ensuring that all relevant campus input and recommendations have been appropriately obtained, and for reconciling and seeking an agreed-upon recommendation between the dean and vice chancellor for academic affairs (VCAA) on all campus tenure and/or promotion cases on the VCAA's campus prior to submission to the Provost. In the rare event where such agreement cannot be reached, the VCAA has the prerogative to submit a dissenting recommendation that will be included explicitly in the tenure and/or promotion packet forwarded to the provost.

Cases for early promotion and/or tenure must be justified by extraordinary merit and permission to bring the case forward must be obtained from the provost before the case is prepared. With the agreement of the faculty member, the chair sends a memo to the provost, via the dean (for signature), making the case for early promotion and/or tenure.

The tenure clock may be extended under certain circumstances. Faculty in positions that are one-half time or greater, but less than full-time, may negotiate an extended tenure clock. Faculty who become a parent may request to have their tenure clocks extended (up to a maximum of two years). The tenure clock can also be extended for catastrophic illness, family emergencies, and for leave without pay. Extensions in the tenure clock must be requested from the provost, through the department chair and dean before September 1 of the year of tenure consideration. (See, for example, *Faculty Manual*, III.C.4.j.) Such timelines are not relevant for career-track

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### GENERAL CRITERIA

faculty.

Meeting the minimum of the required elements outlined in this document may not be sufficient for a positive promotion or tenure decision. Several valued activities are also outlined in the document and faculty will be judged on their complete profile, which should include all the required elements, as well as some additional accomplishments or assets, that strengthen their tenure and/or promotion case.

## TENURE-TRACK FACULTY

### A. GENERAL CRITERIA

The areas of evaluation in considering eligibility for tenure and promotion are as follows:

- (a) Research, scholarship, or creative activity: Research in mathematics and statistics is judged primarily by the quality of publications in reputable journals. The significance and impact of the results are far more important than the number of publications. This may be difficult to measure using quantitative metrics, and should be evaluated by the faculty as well as experts who can judge the substance of the work, its present impact on the field, and its potential to be of significance to the field in the future. Authorship of textbooks, consulting, and other creative endeavors may also contribute to the overall scholarship and creative activity of the individual.
- (a) Classroom and individual instruction: Excellence in teaching is highly valued. Successful teaching can be demonstrated through student evaluations and comments, peer evaluations by other faculty members, innovation in course design and teaching techniques, participation in or leadership of teaching workshops, and teaching awards. Courses offered by the Department are often large, with predominantly outside majors, and this should be considered when interpreting teaching evaluations. Attitudes of students in required courses outside their major may be quite different from attitudes in classes in their major or chosen electives.
- (b) External funding: Research in mathematics and statistics is frequently low cost. External funding is scarce and difficult to obtain, however researchers in mathematics and statistics are expected to make a consistent effort to obtain external funding. External funding is not required for tenure and promotion, but when funding is obtained it is usually considered a strong asset.
- (c) Interactions with colleagues and students, supervision of graduate students and advising and mentoring of undergraduate students: Positive interactions with colleagues and students is an expectation of any academic position. Supervision of graduate and undergraduate students is considered a teaching, mentoring and research activity, and should increase with rank.
- (d) Contributions with broader impact: The advancement of scientific knowledge and activities that contribute to the achievement of societally relevant outcomes are considered an asset. Such outcomes include, but are not limited to: full participation of women, persons with disabilities, and underrepresented minorities in science, technology, engineering, and mathematics (STEM); improved STEM education and educator development at any level; increased public scientific literacy and public engagement with science and technology; improved well-being of individuals in society; development of a diverse, globally competitive STEM workforce; increased partnerships between academia, industry, and others; improved national security; increased economic competitiveness of the United States; and enhanced infrastructure for research and education.
- (e) Participation in professional activities: Professional activities include, but are not limited to,

## TENURE-TRACK FACULTY

### TENURE CRITERIA

refereeing and editing for journals, reviewing grant proposals, participating in conferences and workshops, organizing conferences and workshops, and membership and leadership roles in professional societies.

- (f) Participation in departmental and university service: Participation in department, college, urban campus, and university service is valued and participation should increase with rank. Some level of service is required at all ranks.

In the Department of Mathematics and Statistics, criterion (a) is of primary importance, but criterion (b) is significant and the others are important.

### **B. TENURE CRITERIA**

The expectations for tenure are as follows:

- (a) Research, scholarship or creative activity: The candidate is expected to have an independent research profile with high quality publications in reputable refereed journals and convincing evidence of emerging stature as a national or international authority in his or her area.
- (b) Classroom and individual instruction: The candidate should be able to demonstrate effectiveness in teaching and instruction.
- (c) External funding: The candidate should be able to demonstrate a consistent effort to obtain external funding. When funding is obtained it is usually considered a strong asset.
- (d) Interactions with colleagues and students, supervision of graduate students and advising and mentoring of undergraduate students: Involvement in the graduate program is expected, and can be demonstrated through serving on graduate student thesis committees, participating in seminars and teaching graduate level courses. Supervision of graduate students and undergraduate student projects is considered an asset. Consideration should be given to faculty at urban campuses, who have limited access to many elements of the graduate program.
- (e) Contributions with broader impact: The advancement of scientific knowledge and activities that contribute to the achievement of societally relevant outcomes are considered an asset.
- (f) Participation in professional activities: The candidate should be regularly refereeing for journals and participating in conferences or workshops. Editing for journals, organizing conferences and invited presentations are an asset.
- (g) Participation in departmental and university service: Service is a required element at any rank. The candidate should be active in a limited amount of service at the department level. Service at the college and university level is considered an asset, however excellence in research and teaching should be given the highest priority by untenured faculty.

### **C. TENURE REVIEW**

At the time of faculty tenure consideration, as specified in their letter of offer (or at hire, for faculty being hired with tenure at senior ranks), the candidate and the chair of the Department of Mathematics and Statistics shall jointly assure that the case materials, as specified by the Office of the Provost, are complete. In particular, the following shall be included in the confidential file:

- (a) curriculum vitae;
- (b) a total of up to 10 relevant research publications, other scholarly and creative contributions and manuscripts in press that makes a compelling case for tenure. These publications and contributions should have been generated while the candidate held a faculty position at Washington State University, unless the faculty member has been granted time off of the

TENURE-TRACK FACULTY  
PROMOTION TO ASSOCIATE PROFESSOR

tenure clock for work done elsewhere. Interdisciplinary and collaborative research is valued. It is the responsibility of the candidate to clearly indicate his or her role in publications and contributions with more than a single author.

- (c) confidential letters from at least five well qualified external reviewers, who hold the rank of associate professor or above, evaluating the quality of the candidate's published research or other evidence of scholarly activity, the contribution to the candidate's profession and discipline, and the candidate's professional reputation. Every review letter that is solicited (by the chair) and received should be included. The reviewers shall be selected by the chair, and may include ones suggested by the candidate, but should not include present or former collaborators of the candidate, coauthors, thesis/post-doctoral advisors or other individuals with a potential conflict of interest. The majority of letters should not be from the reviewers on the list provided by the candidate. Letters from other WSU faculty are not acceptable. Under no circumstances will a reviewer be paid or compensated in any way for reviewing the candidate's file or writing a letter.
- (d) a teaching portfolio (no more than 5 pages of narrative) in the format adopted by the College of Arts and Sciences (see Appendices 1 & 2).
- (e) a statement of context may be included but is not required. If a Context Statement is included it should be limited to two pages.

All tenured faculty members should review the portfolio. A report on each candidate will be prepared by the Mathematics and Statistics Faculty Affairs Committee. The purpose of this report is to facilitate the discussion of the candidate for tenure by the tenured faculty, but it is the responsibility of each tenured faculty member to communicate his or her own opinion on the candidate by way of confidential, signed faculty recommendation, a sample of which is supplied in the Tenure and Promotion Guidelines distributed by the Office of the Provost: <http://faculty.wsu.edu/career/tenure-promotion/promotions/>. The chair shall ensure that every tenured member (including those on leave, if practical) has an opportunity to review the record and to complete a faculty tenure recommendation form. The chair must also convey to the faculty the responsibility to participate in the evaluation process and to provide a rationale for their recommendation, whether it is positive or negative. Faculty who have appointments that might provide more than one occasion to participate in evaluations must do so only once. If the candidate resides on a regional campus, the chair will seek information from relevant individuals at that site.

It is college policy that faculty tenure recommendations and letters of recommendation are privileged information and are to be handled as such. They are not to be shared with the candidate without an official Public Records Request. All personnel involved with tenure and promotion should realize that state and federal public disclosure laws may limit confidentiality of the file (including faculty recommendation forms and outside letters). The Office of the Provost recommends qualifying statements to be used on all requests for letters of recommendation.

Tenure review shall result in either the granting of tenure, to become effective at the beginning of the next academic year following the year in which the tenure review is conducted, or denial of tenure together with the offering of a terminal appointment. The policy for appeal of denial of tenure follows procedures stated in the *Faculty Manual, Section III.C.6.f*.

#### **D. PROMOTION TO ASSOCIATE PROFESSOR**

##### **Criteria**

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The basic criteria are those outlined above for evaluating tenure. Time in rank is not sufficient by itself. Consideration for promotion is based on the quantitative and qualitative characteristics of the candidate's cumulative record.

**Procedure**

Normally, promotion to associate professor and tenure are considered simultaneously under the procedure for tenure. Otherwise the same procedure as for promotion to professor should be followed. In such instances, the dean considers the cumulative record, obtains input in writing from the regional campus vice chancellor, if applicable, and determines whether or not to forward to the provost a positive recommendation and the documentation. Forwarded recommendations are reviewed by the provost, who makes the final decision.

**E. PROMOTION TO PROFESSOR**

**Criteria**

The expectations for promotion to professor are as follows:

- (a) Research, scholarship or creative activity: The candidate must present evidence of international recognition and a reputation for sustained scholarly competence through a substantial body of high-quality research publications and a well-established research program.
- (b) Classroom and individual instruction: Individuals must present a record of continuing excellence in instruction.
- (c) External funding: The candidate should be able to demonstrate a consistent effort to obtain external funding. When funding is obtained it is usually considered a strong asset.
- (d) Interactions with colleagues and students, supervision of graduate students and advising and mentoring of undergraduate students: Successful supervision of graduate students, particularly at the PhD level, is required. Consideration should be given to faculty at urban campuses, who have limited access to many elements of the graduate program. Supervision of undergraduate student projects is an asset.
- (e) Contributions with broader impact: The advancement of scientific knowledge and activities that contribute to the achievement of societally relevant outcomes are considered an asset.
- (f) Participation in professional activities: The candidate should have an increased level of professional activity such as editing and refereeing for journals, organizing and participating in conferences and workshops, and invited presentations.
- (g) Participation in departmental and university service: The individual should exhibit mature leadership qualities that are essential for the progress of the department, college or university. A solid service record is required for promotion.

Only under exceptional circumstances will a faculty member be considered for promotion to professor prior to serving as an associate professor for fewer than five years (see page 3).

Candidates for promotion to professor must have made substantial progress beyond the work submitted for promotion to associate professor. For example, research publications, scholarly/creative contributions or grants responsible for a favorable promotion to associate professor decision will not be considered to justify promotion to professor. *Documented evidence that the quality and quantity of the accomplishments of the candidate are at a significantly higher level than that expected of an associate professor is required.* On occasion, the rank of professor will be recommended for individuals who excels in instruction and shows

## TENURE-TRACK FACULTY PROMOTION TO PROFESSOR

clear and convincing evidence of a national reputation in teaching. Evidence may include publications in refereed pedagogical journals, recognition by organizations external to WSU, and funding for creative activities in instruction.

The rank of professor is a faculty rank. As a result, administrative service usually will not justify promotion to professor, no matter how excellent the work. Faculty members accepting heavy administrative burdens before achieving the rank of professor may jeopardize their opportunity to meet the standards of teaching and scholarship necessary for promotion.

### **Procedure**

An associate professor is encouraged to request an intensive review at least every 4 to 6 years. The intensive review facilitates submitting a portfolio to the chair and the full professors for career advice. A report will be prepared by the Mathematics and Statistics Faculty Affairs Committee to facilitate the discussion of the portfolio of the associate professor by the professors. The chair will discuss the results of the review with the associate professor, thereby giving him or her guidance in working towards promotion to professor.

Nominations for promotion normally originate with the chair. Documentation, including letters of evaluation from at least five external reviewers, will be assembled by the chair and presented for consideration to the tenured departmental faculty members holding academic rank higher than that of the candidate. Under no circumstances will a reviewer be paid or compensated in any way for reviewing the candidate's file or writing a letter. If the candidate resides on a campus other than Pullman, the chair will seek information from relevant individuals at that site.

The individual faculty member may initiate his/her promotion to professor. In such cases, that faculty member may request that the file be forwarded to the dean, even if the chair's recommendation is negative. The documentation, including letters of evaluation from external reviewers, will be assembled by the chair and presented for consideration by the full professors in accordance with departmental procedures.

The chair of Mathematics and Statistics presides at the deliberations of the full professors and determines whether to forward a recommendation for promotion and the accompanying documentation. Recommendation procedures are outlined in the annual distribution of information regarding tenure and promotion from the Office of the Provost. It is college policy that faculty recommendations for promotion and letters of recommendation are privileged information and are to be handled as such. They are not to be shared with the candidate without an official Public Records Request.

The chair shall collate the results and forward them together with the faculty recommendation forms, documentation, and a confidential recommendation to the dean of CAS in the format specified in the guidelines from the Office of the Provost.

The dean considers the cumulative record, obtains input in writing from the regional campus vice chancellor, if applicable, and determines whether or not to forward to the provost a positive recommendation and the documentation. If the decision is to not forward the documentation the faculty member will be given a written justification. In addition, the faculty member will be given a minimum of five working days to exercise the right to have the documentation forwarded to the provost regardless of the dean's decision. Recommendations are reviewed by the provost.



## CAREER-TRACK FACULTY- SCHOLARLY

### A. GENERAL CRITERIA

Scholarly faculty in the Department of Mathematics and Statistics are normally expected to hold a PhD or equivalent in mathematics, statistics, or mathematics education. Faculty in the scholarly career track generally have appointments that include both a primary allocation toward teaching and a significant allocation dedicated to one or more of the following areas: student advising, research or scholarship, creative activity, outreach, practice, educational leadership, administration, or academic service.

The areas of evaluation in considering eligibility for promotion are as follows:

- (a) Classroom and individual instruction: Excellence in teaching is essential for individuals in the scholarly ranks. Successful teaching can be demonstrated through student evaluations and comments, peer evaluations by other faculty members, innovation in course design and teaching techniques, participating in or leading teaching workshops, and teaching awards. Courses offered by the department are often large, with predominantly outside majors, and this should be considered when interpreting teaching evaluations. Attitudes of students in required courses outside their major may be quite different from attitudes in classes in their major or chosen electives.
- (b) Research, scholarship, creative work, outreach or training activities: Activities in this area include, but are not limited to, outreach and involvement in K-16 education; consulting and interdisciplinary advising; authorship of textbooks, educational material, and scientific research publications; curriculum and program development; mentorship on graduate committees; and conference and workshop participation. Funding from internal and external sources is considered an asset.
- (c) Interactions with colleagues and students and advising and mentoring of undergraduate students: The ability to interact effectively with colleagues, students and staff will be given significant consideration. Scholarly faculty should show leadership in the educational environment through activities such as community outreach, coordinating multi-section classes, supervising graduate teaching assistants, textbook selection and curriculum development, advising, and sharing specialized knowledge and expertise. Undergraduate and graduate mentorship related to the research, scholarship, creative work, outreach of the candidate is considered an asset, as is mentorship of students through clubs, external exam competitions, and other student activities.
- (d) Contributions with broader impact: The advancement of scientific knowledge and activities that contribute to the achievement of societally relevant outcomes are considered an asset. Such outcomes include, but are not limited to: full participation of women, persons with disabilities, and underrepresented minorities in science, technology, engineering, and mathematics (STEM); improved STEM education and educator development at any level; increased public scientific literacy and public engagement with science and technology; improved well-being of individuals in society; development of a diverse, globally competitive STEM workforce; increased partnerships between academia, industry, and others; improved national security; increased economic competitiveness of the United States; and enhanced infrastructure for research and education.
- (e) Participation in professional activities: Professional activities related to teaching, research, scholarship, creative work, outreach or training activities are considered an asset.
- (f) Participation in departmental and university service: Due to the large service nature of the

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Department, scholarly faculty are expected to be involved in service at the department or urban unit level. Service at the college, urban campus or university level is considered an asset.

## **B. PROMOTION TO SCHOLARLY ASSOCIATE PROFESSOR**

### **Criteria**

A scholarly assistant professor, who has completed at least five years at the level of scholarly assistant professor, may be considered for promotion to scholarly associate professor (see page 3).

To warrant promotion from scholarly assistant professor to scholarly associate professor, the candidate must have performed in an exceptional way that can be documented in the promotional file. The exact nature of this exceptional performance will vary according to the candidate's position description.

Growth, coherence, and impact are important considerations in promotion. The expectations for promotion to scholarly associate professor are:

- (a) Classroom and individual instruction: Since one of the primary responsibilities of scholarly faculty is undergraduate teaching, a leading criterion of promotion evaluation is exceptional performance in teaching. Evidence of exceptional performance may include student evaluations, peer evaluations, internal and external teaching awards, publication in journals about teaching, and invited or peer-reviewed presentations at professional meetings about teaching
- (b) Research, scholarship, creative work, administrative work, outreach or training activities: Demonstrated excellence and an emerging record of accomplishment in at least one area of research, scholarship, creative work, administrative work, outreach or training is required.
- (c) Interactions with colleagues and students and advising and mentoring of undergraduate students: Effective interactions with colleagues, students and staff, as well as demonstrated educational leadership skills are expected. Undergraduate and graduate mentorship related to the research, scholarship, creative work, outreach of the candidate is considered an asset, as is involvement in student clubs, mentorship of students preparing for external exam competitions and other student related activities.
- (d) Contributions with broader impact: The advancement of scientific knowledge and activities that contribute to the achievement of societally relevant outcomes are considered an asset.
- (e) Participation in professional activities: Professional activities related to teaching, research, scholarship, creative work, outreach or training activities are considered an asset.
- (f) Participation in departmental and university service: Demonstrated service at the department or urban unit level is expected. Service at the college, urban campus or university level is considered an asset.

### **Procedure**

A scholarly assistant professor is encouraged to request an intensive review at least every 4 to 6 years. The intensive review facilitates submitting a portfolio to the chair, campus director, and appropriate faculty for career advice. In addition to a teaching portfolio, papers, books, correspondence from students, and evidence of outreach or administrative work may also be included. A report will be prepared by the Mathematics and Statistics Faculty Affairs Committee to facilitate the discussion of the portfolio of the scholarly assistant professor by the relevant faculty. The chair will discuss the results of the review with the scholarly assistant

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professor, thereby giving guidance in working towards promotion to scholarly associate professor.

Promotion to scholarly associate professor is initiated by the chair around the end of the spring semester. For faculty whose primary responsibilities reside at WSU Spokane, Tri-Cities, Everett, or Vancouver, input from the home campus is an important part of the review and process. The chair will consult with the appropriate academic director. Academic directors will provide input on promotion reviews to the department chairs. The input will be acknowledged and incorporated explicitly into the promotion review narratives by the department chair. The dean is responsible for ensuring that all relevant campus input and recommendations have been appropriately obtained, and for reconciling and seeking an agreed-upon recommendation between the dean and vice chancellor for academic affairs (VCAA) on all campus promotion cases on the VCAA's campus prior to submission to the provost. In the rare event where such agreement cannot be reached, the VCAA has the prerogative to submit a dissenting recommendation that will be included explicitly in the promotion packet forwarded to the provost.

All individuals to be considered for promotion are required to develop and maintain a teaching portfolio. Candidates will be asked to provide a current vita; a signed teaching portfolio (5 pages maximum); teaching evaluations; and supplemental material related to scholarship or creative activity to support the case.

All other elements of a promotion file should be presented, including at least five supporting letters solicited by the chair. Under no circumstances will a reviewer be paid or compensated in any way for reviewing the candidate's file or writing a letter. These may be internal or external to WSU, but external to the Department of Mathematics and Statistics. A few of the letters could be from former students. For each candidate, the types of letters solicited should be determined by consultations between the chair and candidate, and reflect the candidates strengths and responsibilities. Although letters external to WSU are optional, it is highly recommended. Also included are the chair's summary, dean's summary, vice chancellor's summary (when appropriate); faculty recommendation forms; and the candidate's past annual reviews.

The promotion process, including solicitation of letters, normally begins late in the Spring semester. A review of the portfolio and reference letters, by the appropriate faculty, will take place early in the fall. The faculty who submit recommendations on promotion from scholarly assistant professor to scholarly associate professor will be clarified by the Office of the Provost and the Faculty Senate.

It is college policy that faculty recommendation forms for promotion and letters of recommendation are privileged information and are to be handled as such. They are not to be shared with the candidate without an official Public Records Request. The chair shall collate the results and forward them together with the faculty recommendation forms, documentation, and a confidential recommendation to the dean in the format specified in the guidelines from the Office of the Provost.

The dean considers the cumulative record, obtains input in writing from the regional campus vice chancellor, if applicable, and determines whether or not to forward to the provost a positive recommendation and the documentation. Forwarded recommendations are reviewed by the

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provost, who makes the final decision.

### **C. PROMOTION TO SCHOLARLY PROFESSOR**

#### **Criteria**

A faculty member may be considered for promotion to scholarly professor after completing five years as a scholarly associate professor (see page 3). It should be noted that time in rank is not sufficient by itself to be considered for promotion to the scholarly professor rank.

Growth, coherence, and impact are important considerations in promotion. The expectations for promotion to scholarly professor are as follows:

- (a) Classroom and individual instruction: Since one of the primary responsibilities of scholarly faculty is undergraduate teaching, a leading criterion of promotion evaluation is exceptional performance in teaching. Evidence of exceptional performance may include student evaluations, peer evaluations, internal and external teaching awards, publication in journals about teaching, invited or peer-reviewed presentations at professional meetings about teaching. This evidence must be additional to the evidence used for promotion to scholarly associate professor.
- (b) Research, scholarship, creative work, administrative work, outreach or training activities: Demonstrated excellence and a sustained record of leadership and accomplishment, with external recognition of distinction, in at least one area of research, scholarship, creative work, administrative work, outreach or training is required.
- (c) Interactions with colleagues and students and advising and mentoring of undergraduate students: Effective interactions with colleagues, students and staff, as well as demonstrated educational leadership skills are expected. Undergraduate and graduate mentorship related to the research, scholarship, creative work, or outreach of the candidate is considered an asset, as is involvement in student clubs, mentorship of students preparing for external exam competitions and other student related activities.
- (d) Contributions with broader impact: The advancement of scientific knowledge and activities that contribute to the achievement of societally relevant outcomes are considered an asset.
- (e) Participation in professional activities: Professional activities related to teaching and the research, scholarship, creative work, outreach or training activities are considered necessary.
- (f) Participation in departmental and university service: Demonstrated service at the department or campus unit level is expected. Service at the college, urban campus, or university level is highly valued.

#### **Procedure**

A scholarly associate professor is encouraged to request an intensive review at least every 4 to 6 years. The intensive review facilitates submitting a portfolio to the chair, campus director, and appropriate faculty for career advice. In addition to a teaching portfolio, papers, books, correspondence from students, and evidence of outreach or administrative work may also be included. A report will be prepared by the Mathematics and Statistics Faculty Affairs Committee to facilitate the discussion of the portfolio of the scholarly associate professor by the relevant faculty. The chair will discuss the results of the review with the scholarly associate professor, thereby giving guidance in working towards promotion to scholarly professor.

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Promotion to scholarly professor follows the same procedure as promotion to scholarly associate professor. The faculty who submit recommendations on promotion from scholarly associate professor to scholarly professor will be clarified by the Office of the Provost and the Faculty Senate.

## **CAREER TRACK FACULTY - TEACHING**

### **A. GENERAL CRITERIA**

Faculty in the teaching career track have appointments that are primarily oriented toward teaching, with reduced expectations in service and limited or no expectations in research, scholarship, or creative activity. As such, promotion within this career track is determined largely by a continuing excellence in teaching.

Normally, only individuals with at least a master's level degree in mathematics, statistics, or mathematics education will be considered for career-track teaching positions.

The areas of evaluation in considering eligibility for promotion are:

- (a) Classroom and individual instruction: Excellence in teaching is essential for individuals in the teaching faculty track. Successful teaching can be demonstrated through student evaluations and comments, peer evaluations by other faculty members, innovation in course design and teaching techniques, participating in or leading teaching workshops, and teaching awards. Courses offered by the department are often large, with predominantly outside majors, and this should be considered when interpreting teaching evaluations. Attitudes of students in required courses outside their major may be quite different from attitudes in classes in their major or chosen electives.
- (b) Interactions with colleagues and students: The ability to interact effectively with colleagues, students and staff will be given significant consideration. Mentorship of students through clubs, external exam competitions, and other student activities is considered an asset.
- (c) Contributions with broader impact: activities that include creating a welcoming environment for a diverse student body are an asset.
- (d) Participation in departmental and university service: Due to the large service nature of the department, there are many opportunities for teaching faculty in service at the department level. Service at the college and university level is considered an asset.

### **B. PROMOTION TO TEACHING ASSOCIATE PROFESSOR**

#### **Criteria**

A demonstrated record of achievement and growth, showing evolution and innovation in a faculty member's teaching over time, is required for promotion to teaching professor.

The expectations for promotion to teaching associate professor are as follows:

- (a) Classroom and individual instruction: Since the primary responsibility of career-track teaching faculty is undergraduate teaching, the leading criterion of promotion evaluation is exceptional performance in teaching. Signs of exceptional performance may include student evaluations, peer evaluations, internal and external teaching awards, publication in journals about teaching, invited or peer-reviewed presentations at professional meetings about teaching, etc. Internal WSU signs (college/WSU awards and recognition of distinction) are acceptable for promotion teaching associate professor. Internal and external funding to

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develop educational materials or do research are considered an asset.

- (b) Interactions with colleagues and students: The ability to interact effectively with colleagues, students and staff will be given significant consideration. Candidates for promotion should show leadership in the educational environment through activities such as community outreach, coordinating multi-section classes, supervising graduate teaching assistants, textbook selection and curriculum development, advising, and sharing specialized knowledge and expertise. Mentorship of students through clubs, external exam competitions, and other student activities is considered an asset.
- (c) Contributions with broader impact: activities that include creating a welcoming environment for a diverse student body are an asset.
- (d) Participation in departmental and university service: Demonstrated service at the department or unit level is an asset for promotion to teaching associate professor. There should be evidence that the individual is ready to take on more responsibility in service at the department or unit level. Any service activities at the college, home campus or university level will also be considered an asset.

### **Procedure**

A teaching assistant professor is encouraged to request an intensive review at least every 4 to 6 years. The intensive review facilitates submitting a portfolio to the chair, campus director, and appropriate faculty for career advice. In addition to a teaching portfolio, papers, books, correspondence from students, and evidence of outreach or administrative work may also be included. A report will be prepared by the Mathematics and Statistics Faculty Affairs Committee to facilitate the discussion of the portfolio of the teaching assistant professor by the relevant faculty. The chair will discuss the results of the review with the teaching assistant professor, thereby giving guidance in working towards promotion to teaching associate professor.

Promotion to teaching associate professor is initiated by the chair around the end of the spring semester. For faculty whose primary responsibilities reside at WSU Spokane, Tri-Cities, Everett, or Vancouver, input from the home campus is an important part of the review and process. The chair will consult with the appropriate academic director. Academic directors will provide input on promotion reviews to the department chairs. The input will be acknowledged and incorporated explicitly into the promotion review narratives by the department chair. The dean is responsible for ensuring that all relevant campus input and recommendations have been appropriately obtained, and for reconciling and seeking an agreed-upon recommendation between the dean and vice chancellor for academic affairs (VCAA) on all campus promotion cases on the VCAA's campus prior to submission to the provost. In the rare event where such agreement cannot be reached, the VCAA has the prerogative to submit a dissenting recommendation that will be included explicitly in the promotion packet forwarded to the provost.

Candidates for promotion will be asked to provide a current vita; a signed teaching portfolio (5 pages maximum); teaching evaluations; and appropriate supplemental material. At least five supporting letters should be solicited by the chair. Under no circumstances will a reviewer be paid or compensated in any way for reviewing the candidate's file or writing a letter. These may be internal or external to WSU, and internal or external to the Department of Mathematics and Statistics. A few of the letters can be from former students. For each candidate, the types of letters solicited should be determined by consultations between the chair and candidate, and reflect the candidates strengths and responsibilities.

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The promotion process, including solicitation of letters, normally begins late in the Spring semester. A review of the portfolio and reference letters, by the appropriate faculty, will take place early in the fall. The faculty who submit recommendations on promotion from teaching assistant professor to teaching associate professor will be clarified by the Office of the Provost and the Faculty Senate.

It is CAS policy that faculty recommendation forms for promotion and letters of recommendation are privileged information and are to be handled as such. They are not to be shared with the candidate without an official Public Records Request. The chair shall collate the results and forward them together with the faculty recommendation forms, documentation, and a confidential recommendation to the dean in the format specified in the guidelines from the Office of the Provost.

The dean considers the cumulative record, obtains input in writing from the regional campus vice chancellor, if applicable, and determines whether or not to forward to the provost a positive recommendation and the documentation. Forwarded recommendations are reviewed by the provost, who makes the final decision.

### **C. PROMOTION TO TEACHING PROFESSOR**

#### **Criteria**

A demonstrated record of achievement and growth, showing evolution and innovation in a faculty member's teaching over time, as well as elements of pedagogical growth and leadership beyond that which would characterize promotion to teaching associate professor is required for promotion to teaching professor.

The expectations for promotion to teaching professor are as follows:

- (a) Classroom and individual instruction: Since the primary responsibility of career-track teaching faculty is undergraduate teaching, the leading criterion of promotion evaluation is exceptional performance in teaching. Signs of exceptional performance may include student evaluations, peer evaluations, internal and external teaching awards, publication in journals about teaching, invited or peer-reviewed presentations at professional meetings about teaching, etc. Internal WSU signs (college/WSU awards and recognition of distinction) are acceptable for promotion to teaching professor. Internal and external funding to develop educational materials or do research are considered an asset.
- (b) Interactions with colleagues and students: The ability to interact effectively with colleagues, students and staff will be given significant consideration. Candidates for promotion should show leadership in the educational environment through activities such as community outreach, coordinating multi-section classes, supervising graduate teaching assistants, textbook selection and curriculum development, advising, and sharing specialized knowledge and expertise. Mentorship of students through clubs, external exam competitions, and other student activities is considered an asset.
- (c) Contributions with broader impact: activities that include creating a welcoming environment for a diverse student body are an asset.
- (d) Participation in departmental and university service: Demonstrated service at the department or unit level is required for promotion to teaching professor, there should be

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evidence that the individual is ready to take on more responsibility in service at the department or unit level. Any service activities at the college, home campus or university level will be also considered an asset.

**Procedure**

A teaching associate professor is encouraged to request an intensive review at least every 4 to 6 years. The intensive review facilitates submitting a portfolio to the chair, campus director, and appropriate faculty for career advice. In addition to a teaching portfolio, papers, books, correspondence from students, and evidence of outreach or administrative work may also be included. A report will be prepared by the Mathematics and Statistics Faculty Affairs Committee to facilitate the discussion of the portfolio of the teaching associate professor by the relevant faculty. The chair will discuss the results of the review with the teaching associate professor, thereby giving guidance in working towards promotion to teaching professor.

Promotion to teaching professor follows the same procedure as promotion to teaching associate professor. The faculty who submit recommendations on promotion from teaching associate professor to teaching professor will be clarified by the Office of the Provost and the Faculty Senate.