

Submitted: September 2023

Approved by the Dean's Office and Office of the Provost: 9/28/2023

The Post Tenure Faculty Review is based on the information provided in the Post Tenure Review Packet and considers the percentage of assigned duties of each faculty member. Faculty will only be reviewed in areas in which they have an annual assignment of duties with expectations that are in proportion to the effort assigned. Faculty are encouraged to address any discrepancies between assigned and performed duties in their narratives.

Variation among faculty is anticipated, and a wide range of activities may meet department expectations. Effort is therefore to be evaluated with a view toward balancing the effort toward long-term goals of each faculty member. It is the responsibility of the faculty member to make a strong argument as to why different types of activities are emphasized in any particular category of assigned duties.

Variation in scholarly output over time is part of the natural ebb and flow of scholarly activities. In the discipline of mathematics, it is important to note that many research projects are long commitments by the faculty member requiring more than one year to complete. Therefore, the effort involved is an important factor when evaluating each faculty over the five-year period. Other contributing factors should be considered, including whether the faculty member has been engaged in a considerable amount of service (e.g., administrative duties, editing a journal, organizing a conference, chairing a high profile department, university, or national or international committee) or teaching (e.g., chairing a high number of graduate students). Therefore, if the faculty member has consistently shown significant effort through their career, they should not be penalized due to working on a long-term project or engaged in a high level of normal teaching and service commitment for the five years being reviewed. Each faculty member in their narration, should explain the relevance to their overall performance. In addition, if significant effort is involved for a specific project (e.g., books, national and international grants, etc.), that spans many years, then the faculty member should clearly explain that in the narrative describing related or future activities.

All review criteria outlined below are general guidelines, and not exhaustive. The rating of effort in each area of assigned duties is determined by both quantitative and qualitative factors, and one does not carry more weight than the other.

In the case of activities which cross categories, the faculty member should explain in their narrative how much effort they assign to each category.

The Post Tenure Faculty Review process is not comparable to the vastly more comprehensive tenure and promotion application processes.

### C. Basis of Post Tenure Faculty Reviews

Post Tenure Faculty Reviews shall be based on the CV, narration, annual performance evaluations (during the previous five years), and the ratings of the Chair and the assessment of the Chair. The Chair, Dean and the Provost will examine all materials submitted in composing

their assessments and they will examine only those materials submitted in connection with their assessments.

Assessment of Teaching

- o Fair evaluation of, and instructional feedback on, student work.
- o Awards for teaching excellence.
- o Letters addressing teaching, peer observations of classroom teaching by faculty designated by the Chair.
- o Preparation, submission, or publications of books or articles related to teaching.

The Chair will use the benchmarks below as a general guide to evaluating teaching but will also consider various circumstances explained and documented in the faculty member's narrative when determining the final evaluation. The benchmarks assume a 50% teaching assignment. Expectations shall be adjusted accordingly for higher or lower teaching assignments.

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Faculty are not required to participate in all teaching activities identified above. Given the significant disparity in opportunities to teach graduate courses depending upon campus location and faculty title, there is no expectation of graduate teaching for those who do not have access (he)4 (

in only one of the teaching activities in the previous five years and no participation in any of the indications of commitment to teaching quality as described above during the previous five years

Nevertheless, there is evidence of commitment to teaching quality

M&S considers as ‘unsatisfactory’ a teaching record with no evidence of teaching effectiveness, employment of innovative pedagogical techniques, or effort to address pedagogical deficiencies as reflected by the lack of participation in any of the teaching activities or indications of commitment to teaching quality as described above during the five-year period.

### Assessment of Research

Research activities for Mathematics and Statistics faculty include but are not limited to:

- Publishing articles, particularly in refereed professional journals with the recognized reputation in the discipline or appeal to the general scientific audience.
- Publishing books, chapters in books, monographs, edited books.
- Publishing in refereed conference proceedings.
- Writing and publicly disseminating software or codes and their outputs, that are related to research in mathematics and related fields, such as GAP, Maple, Mathematica, Sage codes and outputs.
- Giving invited or contributed presentations in symposia, colloquia, workshops, or other research conferences.
- Organizing sessions or conferences in mathematics or related fields.
- Work on grants, contracts, and patents applied for, particularly grants, contracts and patents received.
- Receiving USF internal research awards.
- Participating in interdisciplinary activities, such as publications, participation, and consulting in various fields.
- Advising graduate students as a major professor or conducting joint research activities with graduate students and/or undergraduate students.

Indications of quality for research activities include but are not limited to:

- Published articles: journal quality and standing within faculty member’s field, significance of results, breadth of audience, whether refereed, etc. Consideration of journal impact factors, when appropriate, should be made relative to other journals in the faculty member’s field. Order of authorship in mathematics is typically alphabetical, so it is no indication of greater contribution.
- Published Books and chapters: whether work appeared in edited volumes, focus of publisher (e.g., academic, general), significance of work to faculty member’s field, etc.
- Published conference papers: size and standing of conference, whether refereed, etc.
- Software and code: availability to public, significance to faculty member’s field, etc.

- Presentations: significance of conference to faculty member's field, scope of conference (local, regional, national, international), whether keynote, invited or contributed, whether refereed, etc.
- Conference organization: effort involved, size and scope of conference, significance to faculty member's field, etc.
- Grant activities: reviews, whether funded, alignment with university, college, and department goals; funding source, size of grant; extent of activities funded, visibility, standards of the discipline, etc.
- Interdisciplinary activities: scope and duration of activities, results of activities, alignment with university, college, and department goals, etc.
- Awards for research products (e.g., papers, presentations, books, etc.).

The Chair will use the benchmarks below as a general guide to evaluating research but will also consider various circumstances explained and documented in the faculty member's narrative when determining the final evaluation. Expectations shall be adjusted accordingly for higher or lower research assignments.

The Chair will take into consideration the effort involved in successfully developing a new line of research as well as successfully completing a research project that requires unusual effort, expenditure of time and/or substantial involvement.

The Chair will take into consideration the quantity of research products. This consideration should recognize the effort involved in preparing multiple research products, but it should not encourage quantity at the expense of quality and/or professional standards. A single research product meeting a particular rating benchmark may justify that rating or several research products in conjunction may rise to a particular level.

External funding may or may not be available for certain research projects (and such funding or lack thereof does not necessarily reflect the relevance or desirability of said projects). Effort to obtain external funding shall be recognized, but its absence alone is not grounds for reducing a rating.

<p>Research</p> <p>M&amp;S considers "exceeding expectations" in research to consist of making substantial contributions, or an outstanding contribution, to the recognized scholarship in mathematics and its applications</p> <p>Quality Benchmarks for exceeding expectations in research in any one year include:</p> <ul style="list-style-type: none"> <li>x Publication of a significant refereed article.</li> <li>x Receipt of acceptance of peer-reviewed publication signifying acceptance without revision.</li> <li>x Books and chapters in edited volumes published in academically oriented commercial presses relevant for the area of work/field of science.</li> <li>x Award of substantive grant, contracted research, or patent.</li> <li>x Grant activities for active substantive grant or contracted research.</li> </ul>
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- x Preparation and/or delivery of high impact presentations.
- x Major prize or award for scholarly or creative work.
- x Leadership in diversity and inclusion efforts related to research.
- x Three or more research products which meet the benchmark for meeting expectations in research.

A scholar may exceed expectations by attaining the spectrum of benchmarks between these two poles:

- x A scholar may exceed expectations by producing at least three of five years evidence of meeting or surpassing one of the Quality Benchmarks required for an annual rating of exceeding expectations.
- x A scholar may exceed expectations by exhibiting material and public progress on a major project of great importance or potential impact on the field, e.g., a major open problem, a new theoretical construction, or a book-length manuscript.

As this is a spectrum, a scholar may exceed expectation by reaching an intermediate position of producing, in some years, outstanding performance with respect to the Quality Benchmarks, and in addition, substantial progress on a major project.

M&S considers "meeting expectation" in research to consist of making significant contributions, or a substantial contribution, to the recognized scholarship in mathematics and its applications

A scholar may meet expectations by attaining the spectrum of benchmarks between these two poles. polDg

- x University Service
- x Serving and/or chairing committees in the department, college, or university.
- x Assisting committees to carry out their duties, for example, by providing requested information and feedback.
- x Writing proposals and documents for the department, college, or university.
- x Reviewing proposals for university awards.
- x Giving presentations at university events.
- x Serving in a leadership position in the school or serving as a director of an institute or



The Chair will use the benchmarks below as a general guide to evaluating service but will also consider various circumstances explained and documented in the faculty member's narrative when determining the final evaluation. Expectations shall be adjusted accordingly for higher or lower research assignments.

Service
M&S considers "exceeding expectation" service to consist of important concrete contributions in the form of Service Activities to the operation of the faculty member's university, professional communities and/or outreach to the local community as reflected by participation in two of the service activities as described above in at least three of the five years.
M&S considers service that "meets expectation" to consist of active participation in Service Activities to the operation of the faculty member's university, professional communities and/or outreach to the local community as reflected by participation in one of the service activities as described above in at least three of the five years
M&S considers service as "not meeting expectation" if it consists of insufficient participation in Service Activities to the operation of the faculty member's university, professional communities and/or outreach to the local community as reflected by participation in only one of the service activities as described above in the five year period ..
M&S considers as "unsatisfactory" a service record which contains no apparent evidence of participation in Service Activities to the operation of the faculty member's university, professional communities and/or outreach to the local community as reflected by no participation in any of the service activities as described above at the five-year period ..

NOTE: In making post tenure reviews, great weight will be given to the annual evaluations, for those were the expectations expressed to the faculty during the time of the performance, and the evaluations were conducted by experts in the field.