

Department of Mathematics and Statistics
College of Arts, Sciences, and Letters
University of Michigan-Dearborn
Departmental Promotion and Tenure Evaluations Criteria
Revised on April 7, 2025

Evaluation of Teaching

Teaching is an activity that must be evaluated holistically. In most cases, evaluation of a candidate's teaching emanates from several sources. In its evaluation of teaching effectiveness, the review committee of the Department of Mathematics and Statistics (“Committee”) considers as evidence:

- A) the candidate's teaching portfolio that must include a personal statement of teaching philosophy, and may include annotated sample of course-related materials such as syllabi, lesson plans, tests, review sheets, class handouts, etc.;
- B) classroom observation reports;
- C) outstanding examples of service in areas relating directly to teaching, including curriculum development, advising and supervision of undergraduate and/or graduate student research, etc.;
- D) numerical scores and student comments from course evaluation questionnaires, as well as candidate’s reflections on these questionnaires, for all courses since the last promotion or within the last six years since the last promotion.

The supporting materials will be reviewed by the committee to identify themes and trends in the candidate’s teaching.

- A) The teaching portfolio presents an opportunity for candidates to clarify their philosophy, reflect on course progress, and showcase examples of teaching-related innovations.
- B) The department evaluates individual faculty’s teaching by doing classroom observations of assistant and associate professors. Comments and suggestions included in the reports submitted by the observing faculty are helpful for understanding the candidate’s practice.
- C) Teaching related service, including curriculum development and advising, is strongly encouraged, especially for consideration of promotion from Associate Professor to Full Professor.
- D) Regarding course evaluation questionnaires, the committee notes trends across all courses and values the candidate’s insightful reflection on student responses.

Evaluation of Scholarship

The primary scholarly activity of candidates at all levels should be the production of original, high quality, peer-reviewed research. All areas of mathematics and statistics as well as interdisciplinary scholarship and the scholarship of teaching and learning are valid subjects for original research. For promotion and tenure, the expectations for scholarship of the Department of Mathematics & Statistics are consistent with the CASL P&T Guidelines and UM-Dearborn P&T Procedures. Following the Boyer Model of Scholarship, we encourage faculty to think broadly about their scholarly work as described in CASL Guidelines for Promotion and Tenure, Article IV , section Scholarship. In judging scholarly efforts, the Committee looks first at the publications in refereed books,

refereed journals, or refereed conference proceedings of the candidate's field. The department is not prescriptive on the types of work undertaken, and expects quality and originality. Supplementary scholarly activities, such as attending and participating in conference and seminar activity, editing, refereeing and reviewing scholarly articles, books, and journals, presenting colloquia, applying for grants and fellowships, authoring high-level expository works, and developing high-quality software and/or computational code, are also considered.

A candidate for promotion to Associate Professor with/without tenure must show significant development beyond the candidate's dissertation research and strong promise that continued growth will occur.

A candidate for promotion to Full Professor must have an established and sustained independent research record. The research program must show significant development beyond the candidate's research as an assistant professor and strong evidence that continued growth is likely to occur.

A growing problem in scholarly academic publishing is the proliferation of predatory, for-profit journals. Often, these journals do not provide the level of peer review required by the University's promotion and tenure guidelines. The Committee requests all faculty of all ranks to evaluate the quality and standards of journals before submitting their work for review. Published works in predatory journals are unlikely to be acceptable for promotion and tenure.

In its evaluation of scholarship, the Committee relies on the expertise of senior colleagues within a candidate's discipline if such exist, and/or on that of professionals beyond the University. The external professionals are selected to represent a broad cross-section of experts whose work is related to that of the candidate's. Specifically, they are chosen from lists offered by the candidate, by the Committee, and sometimes by suggestions from experts beyond the Department. Reviewers are sought from institutions whose primary focus is research as well as institutions more like our own, where teaching is equally valued.

Evaluation of Service

In its evaluation of service, the Committee follows the model provided in the CASL P&T Guidelines. To expand on this, the Committee looks for evidence of meaningful service at multiple levels, including disciplinary, departmental, college, campus and community, the latter defined both geographically and in terms of the candidate's professional affiliations and organizations. The expectation for a broad range of service, as well as evidence of service that constitutes a leadership role, is higher for promotions to Full Professor than for promotions to Associate Professor. The Committee has, historically, placed special emphasis on service that relates directly to teaching, academic programs, and the needs of students.