

EXAMPLES OF DOCUMENTABLE CONTRIBUTIONS FOR TENURE AND/OR PROMOTION

Examples of documentable research and creative contributions, teaching effectiveness and service contributions can be found below. These lists are not necessarily exhaustive. They are also not checklists.

A.) Evidence of research and creative contributions includes but is not necessarily limited to the sources listed below

1. Research publications. Articles and other works published in refereed (printed or online) journals, books, parts of books, proceedings, reviews, book reviews, monographs, survey articles, accepted manuscripts, research notes and bulletins.
2. Articles may also be written and published in peer-reviewed journals that describe educational and outreach work in a scholarly manner. Such papers may be of a more expository nature and may not always appear in the traditional mathematical journals. Articles related to teaching may also contribute to the scholarship of teaching and learning.
3. Funded projects, grants, commissions and contracts.
4. Membership on editorial boards of research journals.
5. Presentation of research papers at technical and professional meetings. Invitations to present colloquia and seminars at other universities and research institutions.
6. Record of participation in and description of, seminars and workshops; indication of role in seminars or workshops.
7. Description of activities in which there was significant use of candidate's expertise (e.g., consulting activities; reviewing and refereeing for journals, publishers, and for funding agencies); service to government agencies, professional and industrial associations, educational institutions.
8. Description of new courses and/or programs developed, including service learning and outreach courses at home or abroad, where research and new knowledge is integrated.
9. List of honors or awards for scholarship.
10. Application of research scholarship in the field, including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional and industrial associations, or educational institutions.
11. Other evidence of impact on society of research scholarship and creative accomplishment.
12. Effective direction of PhD students.
13. Evidence of graduate and post-graduate students' scholarly achievements (e.g., publications, awards, grants).

B.) Evidence of teaching effectiveness includes but is not necessarily limited to the sources listed below

1. Effectiveness shown by student evaluations and accomplishments.
 - (a) A list of courses and information from student questionnaires designed to reflect teaching effectiveness and creativity. In such cases, information for all courses taught since the last promotion that have been evaluated should be documented. Quantitative data for items that provide summary evaluations of the course and instructor should be provided by the department.
 - (b) Representative student comments that attest to a teacher's abilities to arouse student interest and to stimulate their work should be reported.
 - (c) Letters of evaluation from former students attesting to the candidate's instructional performance both within the traditional classroom setting and beyond it.
 - (d) Accomplishments of the teacher's current and former students, including information to show the students' success both in learning the subject matter of the discipline and in pursuing it to a point of intellectual significance.
 - (e) Effective direction of graduate and/or undergraduate students including theses and dissertations.
 - (f) Evidence of students coming from other institutions especially to study with the candidate.
 - (g) Successful direction of individual student work such as independent studies, special student projects and student seminars.
 - (h) Successful placement of students in graduate and/or post-graduate institutions.
 - (i) Evidence of undergraduate, graduate and post-graduate students' scholarly achievements (e.g., publications, awards, grants).
 - (j) Evidence of effective advisement of students.
2. Development or significant revision of programs and courses.
 - (a) Preparation of innovative teaching materials, instructional techniques, curricula or programs of study.
 - (b) Collaborative work on interdisciplinary courses, programs and curricula within the University or across institutions.
3. Honors or special recognitions for teaching accomplishments.
4. Effectiveness shown by peer evaluation of expertise in instruction.
 - (a) Peer evaluations by colleagues who are familiar with the candidate's teaching, have team-taught with the candidate, used instructional materials designed by the candidate, or have taught the candidate's students in subsequent courses.
 - (b) Participation in special teaching activities outside of the university, including international assignments, special lectureships, panel presentations, seminar participation, and international study and development projects.
 - (c) Membership on special bodies concerned with teaching such as accreditation teams and special commissions.

5. Publication activities related to teaching.
 - (a) Textbooks, published lecture notes, abstracts, articles or reviews that reflect a candidate's teaching contributions and scholarship.
 - (b) Adoption of a candidate's textbook, especially repeated adoption, by institutions.
 - (c) Presentation of papers on teaching before learned societies.
6. List of grants and contracts for improvement of instruction, with an indication of the candidate's role in preparing and administering grants and contracts.
 - (a) Receipt of competitive grants to fund innovative teaching activities or to fund stipends for students.
 - (b) Membership on panels to judge proposals for teaching grants programs.
7. Election to offices, committee activities and other important services to professional associations and learned societies including editorial work and peer review as related to teaching.
8. Departmental and institutional governance and academic policy and procedure development as related to teaching.
9. Successful integration of teaching and research in ways that benefit students.

C.) Evidence of service contributions includes but is not necessarily limited to the sources listed below

1. Committee work and/or administrative offices at departmental, college, university levels.
2. Committee work for and/or administrative offices in professional organizations at national and/or international levels.
3. Development, implementation or management of academic programs, projects, editorial work, peer review and other important services.
4. Development and organization of professional conferences.
5. Refereeing grant applications.
6. Editing and refereeing of manuscripts for professional association and learned societies' publications.