

## Department of Mathematics and Statistics Statement of Performance Expectations

Tenured members of the Department of Mathematics and Statistics have the dual responsibility for maintaining their personal scholarly agenda while assuming primary responsibility for the success of the department in meeting its obligations to its students and to the university in the general areas of teaching, scholarship and service. Accordingly, it is appropriate to consider expectations in the context of the responsibilities and the mission of the department itself. The following statement establishes the standards for acceptable performance with full recognition that most faculty members will substantially exceed them.

These performance expectations are not intended to replace the standards for promotion and tenure or the criteria for salary increments, both of which have a different purpose. Furthermore, in applying these standards, it is recognized that faculty members may contribute to the departmental mission in different ways at different stages of their career. Also, in accordance with the approved workload policy of the department, faculty members who make significant contributions to the productivity and/or mission of the department in one area may deviate from the expectations in another area.

### Teaching

In accordance with the approved workload policy of the department, each faculty member is expected to devote 45% to 55% of his or her time during the academic year to teaching. This effort can include, but is not limited to, teaching and managing both regularly scheduled and reading courses at the undergraduate and graduate levels, developing new curricula and revising the syllabi of existing courses, advising and appropriately monitoring the performance of students, supervising teaching assistants and graders assigned to courses taught by the faculty member, guiding independent study at the undergraduate level and independent study and dissertation work at the graduate level, administering or writing graduate qualifying examinations, and generally supporting the department in its mission of providing quality instruction and education to the undergraduate and graduate students of UMBC.

The quality, quantity and significance of the total teaching contribution will be considered in evaluating a faculty member's contribution to the department. At a minimum, the faculty member should have demonstrated satisfactory performance in teaching and in managing assigned courses, maintained reasonable availability to students enrolled in assigned courses and to advisees as well, and contributed in other ways, as suggested above, to the mission of the department and to the intellectual life of students at UMBC. (These additional contributions may also be part of the faculty member's scholarly and service contributions.)

### Scholarship

Each tenured faculty member is expected to spend 35% to 45% of his or her time in scholarly activities, maintaining a program of visible scholarship and contributing to the intellectual life of

the department. In evaluating this program of scholarship, both the quantity and the quality of the work shall be considered.

Indicators of the quality of scholarship include, but are not limited to, publications in peer-reviewed journals, writing professional books, securing externally funded research, delivering invited talks at professional meetings or at other universities, election to editorial boards or journal editorships, and the receipt of, or nomination for, research awards and fellowships. Other indicators of the quality of scholarship may include unfunded but well reviewed grant proposals, the direction of master's and doctoral dissertations, and the receipt of UMBC summer research stipends. A documented record of significant contributions to the intellectual life of the department may also serve to confirm an acceptable record of scholarship. In addition, a faculty member may demonstrate an acceptable record of scholarly activity even though that activity has not yet led to publications or to external funding.

Indicators of the quantity of scholarship include, but are not limited to, the number of publications submitted to refereed journals or conference proceedings, the number of grant proposals pending or submitted, scholarly manuscripts completed or nearing completion, recent technical reports, and scholarly presentations at university and department seminars and colloquia. In addition consulting relationships or collaborative research with colleagues in industry, government or other departments which benefit students or which enhance the research program of the faculty member or the intellectual life of the department may provide evidence of scholarly activity.

An important aspect of the faculty members responsibility is the enhancement of the intellectual life of the department. In addition to the examples cited above, a faculty member can also contribute to the scholarly life of the department in a variety of ways such as active participation in departmental or university colloquia or seminars, supervising extracurricular problem sessions, and collaborating with department colleagues in both research and pedagogical projects.

## Service

Each faculty member is expected to spend 5% to 15% of the academic year effort in service to the department, to the university or to the local or national community. As with teaching and scholarship, the actual contribution may vary from year to year as the faculty member contributes more in one area than another.

A faculty member is expected to be an active and responsible colleague by accepting and fulfilling departmental and university assignments. Within the department these assignments include, but are not limited to, standing and special departmental committees, recruitment committees, and promotion and tenure committees. In addition each faculty member is expected to participate in and contribute to departmental scholarly activities.

At the university level, assignments include serving on standing and ad hoc University Senate committees, on interdisciplinary curriculum and grant proposal committees, on promotion and tenure committees of other departments, and on various advisory panels. Major assignments which may necessitate a reduction in a faculty member's teaching and research responsibilities include serving as Senate President, as chair of one of the major Senate committees such as the Academic Planning and Budget Committee or the Undergraduate Council, or serving on the University Faculty Review Committee.

Service functions beyond the campus are also highly desirable when they benefit the community and/or enhance the reputation of the university. Examples of such activities include presentations to school and civic groups and other community outreach, consultation to industry, government or civic agencies, committee work in professional organizations, and serving as a reviewer for journals or for granting agencies.

A tenured faculty member should participate fully on assigned promotion and tenure committees. In addition to meeting those responsibilities, an acceptable record of service includes other contributions, including but not limited to activities such as full participation on at least one other assigned departmental committee, management of a regularly scheduled seminar or colloquium, service as department senator or on a standing Senate committee, service on a major university committee, or active service as an editor or associate editor of a professional journal. A faculty member may also establish an acceptable record of service by demonstrating a reasonable record of other service activities, which may include but not be restricted to consulting work.

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Revised: March, 1999