

Department of Mathematics & Statistics

Evaluation Criteria for RPT of Lecturers and Senior Lecturers

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In accordance with the “Agreement Between the University of Vermont and United Academics (AAUP/AFT)”, dated 5/2/21, this document is developed to provide evaluation criteria for reappointment and promotion of lecturers and senior lecturers in the Department of Mathematics and Statistics (the procedures for these RPTs are described in separate documents).

The Math/Stat Department supports and strengthens the mission of the University of Vermont towards the provision of innovation in research and scholarship, excellence in instruction, and public service to the citizens of the state, nation and world. The Department aspires to be a center of excellence in teaching mathematics and statistics at all levels, and as a center for excellence in research and graduate education. Furthermore, faculty are expected to serve the Department, University and/or profession in ways to support the various missions and commit to fostering diversity and inclusion in these communities.

Each lecturer and senior lecturer is expected to be an effective teacher, a skilled advisor, and provide important service to the Department, University and Society.

The evaluation criteria to be used in RPT decisions rest on the following important principles:

- In each category—Teaching and Service—the *quality* of the faculty member’s work will be the primary consideration. Inherent in this consideration are factors such as *productivity* (e.g., the number of courses, advisees, committees, etc.), the *intensity of work* (e.g., the scope and workload of committees, etc.), and the *impact of the work* (assessed, if possible, by outcomes, e.g., performance of students in subsequent courses/exams or after graduation, effect of reports/actions of committees on the University or regional community, etc.).
- Any candidate for reappointment or promotion should be judged with respect to the proposed rank, status, and duties for which the action is contemplated. This implies a progressive transition from promise to performance as candidates are evaluated during their probationary appointments and demonstrated levels of performance for candidates seeking promotion.
- Within the parameters of the Collective Bargaining Agreement (CBA), reasonable flexibility shall be exercised when considering the qualifications of candidates in the areas of teaching and service.
- Each candidate should articulate their commitment to the values of “Our Common Ground” and the development and application of practices that foster diversity and inclusion.

1. Teaching and Advising

Effectiveness in teaching is an essential criterion for reappointment and promotion. The prime indicators of effective teaching include, but are not limited to:

- intellectual competence, integrity and independence
- evidence of knowledge of the field
- evidence of a willingness to consider suggestions that emerge from peer review of one’s teaching

- evidence of the ability to work with other faculty members in designing and delivering a curriculum that fosters student learning
- evidence of the ability to present course materials clearly and effectively
evidence of the capacity to structure the course and its assignments in ways that promote student learning
- evidence of the employment of strategies to assess students' learning and adjust one's teaching in light of the findings of those assessments
- evidence of an ability to stimulate students' intellectual interest and enthusiasm.
- evidence of consideration of and/or incorporation of diversity and inclusiveness in the classroom, advising, and/or mentoring, as appropriate.

Evidence for effective teaching may be drawn from:

- Self-reflection
- Peer observations
- Student course evaluations
- Student letters
- Annual performance evaluations by the Department Chair
- In instances when teaching has been deemed less than successful, efforts by the faculty member have been made to address any issues

Academic advising entails advising students about their program of academic study and is an important part of the mission of the University. It includes assisting them in course and program selection, but it does not include supervising instructional academic work, such as independent study, theses, or dissertations. Interest and skill in the general guidance and academic advising of students will be an important consideration for reappointment and promotion.

2. Service

Candidates must provide evidence of their involvement in service activities to the University (including the College, and the Department), and/or outreach service to the community/public in a capacity that reflects the mission of the Math/Stat Department. The expectation for a lecturer applying for reappointments should remain modest. Candidates applying for promotion to Senior Lecturer should have demonstrated more significant University and/or outreach service.

The quality of the candidate's service is the important factor. Measure of this quality will take into consideration the scope and intensity of service endeavors. Leadership roles in such services (as committee chair, for example) will also be considered. Documentation in this area may include written feedback from leaders of a particular service activity.

Evidence of the quality of the candidate's service is drawn from:

- Self-reflection.
- Attends (when able) Department and College meetings.
- Serves on Department/College/University committees
- Annual performance evaluations
- Faculty may also serve in roles outside of the University, this service may include (but not be limited to) the following types of activities:

- Service connected to Professional Development (i.e. peer-reviewing in a professional forum or serving a Professional Organization in another capacity)
- Service connected to Community Engagement and Outreach (i.e. outreach activities), such as MathCounts, Vermont High School Math Contest, and others