

Tenure and Promotion Criteria

Department of Mathematics and Computer Science

These expectations for tenure and promotion are provided to help clarify how Faculty Handbook requirements for tenure and promotion are applied in a specific Augustana College department or program. They are, however, only guidelines and they do not replace, amend, or override any information contained in the Faculty Handbook. In the event there is a conflict between these guidelines and the Faculty Handbook or College policy, the terms of the Faculty Handbook or the College policy shall govern.

Statement on Teaching & Advising

The Department of Mathematics and Computer Science considers productive, enthusiastic teaching in mathematics or computer science to be the essential part of the careers of its faculty members. The department views excellence in classroom work as an ongoing process, subject to frequent assessment, reflection, change, and improvement.

Teaching

All information found in the Faculty Handbook regarding teaching and teaching effectiveness applies to Mathematics and Computer Science faculty (section 3.2.1.1 for pre-tenure candidates and 4.2.2 for post-tenure candidates).

Effective teaching in math and computer science may be evidenced by, but is not limited to:

- Designing courses that are appropriately rigorous and aligned with departmental, program, and college-wide learning goals.
- Teaching courses at an appropriate level and including the necessary content, objectives, and methods for the course and program of study.
- Providing frequent, careful, and useful feedback on student work.
- Using instructional strategies that foster student engagement, participation, and learning.
- Reflecting on student feedback and making appropriate changes to course design, classroom practices, assignments, or advising approaches.
- Experimenting thoughtfully with pedagogical methods and adapting those methods in response to evidence of student learning.
- Improving one's craft as an educator through professional development.
- Sharing curricular designs and high quality instructional materials with colleagues.
- Helping create a classroom environment in which students feel welcomed, supported, challenged, and able to learn.

Excellent faculty are expected to remain current in mathematics or computer science and to incorporate meaningful developments in the discipline into the curriculum when appropriate. This work may include:

- Developing new courses when departmental or disciplinary needs arise.
- Significantly revising or updating existing courses to reflect changes in mathematics, computer science, pedagogy, technology, or student learning needs. (This work is particularly valued in computer science, where technology changes rapidly.)
- Participating actively in departmental discussions about curriculum.
- Teaching a variety of courses, based on the needs of the department, and demonstrating flexibility within the collaborative course planning process.
- Developing or teaching courses that contribute to college-wide curricular goals, including general education, the honors program, and interdisciplinary programs.

Evaluation of Teaching

Evidence of excellence in classroom teaching may include, but is not limited to:

- Course syllabi, assignments, exams, projects, and other course materials.
- Classroom observations by the department chair(s) and other faculty members.
- Discussion of course design, course goals, assignments, assessment tools, and student learning outcomes.
- Student ratings of instruction (IDEA forms), interpreted in context.
- Adaptive responses to student feedback gathered during the term.
- Faculty reflection/narrative about their teaching, informed by teaching philosophy

Structured classroom observations by the department chair and other tenured colleagues in the department are expected on a yearly basis. Additionally, for selected courses, the department chair should engage in deeper discussions regarding course design and syllabus, summative evaluation, and other factors.

The department generally expects members to share exams, assignments, and other course materials with one another so that faculty have a shared understanding of how courses are being taught and how the curriculum is functioning.

The department acknowledges that it can take several years for a faculty member to adjust to teaching at Augustana. We expect consistent improvement in teaching during the pre-tenure period. Student ratings of instruction should not show major problems that would undermine learning.

Advising and Mentoring

The department believes that one-on-one interaction with students in a wide variety of contexts is crucial to helping them develop as thinkers, problem solvers, and engaged members of the

college community. One-on-one interaction with advisees is also crucial to helping students chart a purposeful path through their undergraduate experience.

Active participation and strong engagement in academic advising are normally expected for tenure. Excellent faculty advise an appropriate share of majors and take their advising responsibilities seriously.

Effective advising and mentoring may be evidenced by, but is not limited to:

- Providing regular, accurate, and thoughtful guidance to advisees.
- Helping students understand degree requirements, course sequencing, and opportunities within the major.
- Helping students reflect on academic goals, professional goals, and post-graduate possibilities.
- Supporting students in identifying campus resources that can strengthen their learning and sense of belonging.
- Maintaining appropriate availability through office hours and other venues for student consultation.
- Offering careful feedback in mentoring contexts, including student research, independent studies, internships, or other scholarly and professional development opportunities.
- Advising first-year students when appropriate.
- Serving as an effective faculty advisor for student organizations, especially departmental (e.g. Math Club, Google Developer Group, Game Development Club, Cyber Augie, Girls Who Code, etc), but also other student groups across campus.
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One method of evaluating academic advising is through surveys administered to a faculty member's advisees. These surveys are administered to as many advisees as feasible, including first-year and major advisees, prior to or during the year of review. The faculty member is also expected to address their approach to advising and mentoring as part of the portfolio submitted for review.

Summary of Teaching and Advising Expectations

An excellent candidate for tenure in the Department of Mathematics and Computer Science is:

- An effective teacher who assesses and improves their teaching.
- A reflective teacher who adapts to changes in the needs of students and the discipline.
- A faculty member who supports a welcoming and learning-centered student experience.
- An engaged and reflective academic advisor.
- A contributor to departmental and college-wide curricular goals.

An excellent candidate for promotion to Full Professor maintains the qualities expected of a candidate for tenure and demonstrates continued excellence, leadership, and professional growth. The department particularly values candidates for Full Professor who:

- Engage in professional development that helps the candidate and the department stay current in mathematics, computer science, and pedagogy.
- Contribute to the design and implementation of courses outside their narrow area of expertise when dictated by departmental needs.
- Use the stability offered by tenure as a foundation for seeking deeper or more subtle learning outcomes for students.
- Continue to reflect on and improve their teaching, advising, and mentoring.

Statement on Professional Activity (Scholarly Activity)

All information found in the Faculty Handbook regarding Professional Activity applies to Mathematics and Computer Science faculty (section 3.2.1.2 for pre-tenure candidates and 4.2.3 for post-tenure candidates).

The Department of Mathematics and Computer Science recognizes that continued, active scholarship in mathematics, computer science, the scholarship of teaching and learning, and related areas is an important part of the careers of its faculty members.

The department expects faculty to be actively connected with the mathematics or computer science communities and their corresponding disciplines. Mathematics and computer science are alive, growing, and changing. Many areas of scholarship are directly relevant to undergraduate education, including disciplinary research, pedagogical scholarship, applied work, software development, course development, and student-faculty collaboration.

Professional activity and professional expression in the Department of Mathematics and Computer Science may consist of traditional scholarship, scholarship of teaching and learning, public or community-engaged scholarship, professional development, disciplinary service, software or curricular development, and faculty-student collaboration.

Because of the wide variety of possible qualifying work, it is the responsibility of the candidate to define how their professional activities meet these guidelines. It is the responsibility of the department chair(s), in consultation with appropriate members of the department, to assess the level of significance of the candidate's activities.

Scholarship and Publication

Evidence of scholarly engagement may include, but is not limited to:

- Articles in research and/or teaching journals.
- Articles in conference proceedings.
- Peer-reviewed publications in mathematics, computer science, the scholarship of teaching and learning, or related fields.
- Advising and/or collaborating with students on research projects.

- Books, monographs, textbooks, book chapters, edited collections, or similar scholarly works.
- Grant proposals and grant proposal reviews.
- Refereeing or reviewing papers, books, software, curricular materials, or other scholarly work.
- Software projects that serve community or educational needs, and supervising student work on such projects.

An excellent candidate for tenure shows clear and unambiguous evidence of scholarly engagement. By the time a tenure decision is made, an excellent candidate has shared scholarship with others and has published relevant work in a peer-reviewed publication. This may include work completed for the dissertation, publication of pedagogical work, and/or student published papers that the candidate was an advisor on.

The department expects some form of scholarship that positively impacts students, such as :

- Peer-reviewed publication of pedagogical work.
- Student published (or student/faculty co-authored) papers, posters, presentations, or other creative/scholarly projects under the advising of the faculty member.
- Work leading to the presentation of student projects, ideally off-campus at regional or national conferences, but on-campus venues such as department seminars and Celebration of Learning are also valued.

Presentations and Professional Meetings

Evidence of professional engagement may include, but is not limited to:

- Attendance at professional meetings, either national or regional.
- Conference talks.
- Colloquium talks.
- Panel presentations.
- Poster presentations.
- Invited talks or presentations.
- Leading workshops.
- Participating in workshops.
- Organizing professional sessions or activities.
- Presenting or organizing activities at the department seminar.
- Presenting or organizing activities for campus symposium days.

An excellent candidate attends professional meetings appropriate to their discipline and scholarly interests. The candidate's case is strengthened by presentations, workshops, papers, posters, or leadership roles at such meetings, and the involvement of Augustana students.

Public, Applied, or Community-Engaged Scholarship

Evidence of public, applied, or community-engaged scholarship may include, but is not limited to:

- Public lectures or educational events.
- Workshops for teachers, students, community members, or professional audiences.
- Public-facing writing that translates disciplinary ideas for broader audiences.
- Software, data, or computational projects that serve community or educational needs.
- Collaborative projects with schools, nonprofit organizations, public agencies, or community partners.
- Projects that connect students with real-world problems through mathematical, computational, or analytical work.

Professional Development

Department faculty members are encouraged to pursue professional activities that promote development of their skills and contributions to their field, to the department, and to the College.

Examples include, but are not limited to:

- Engagement in professional organizations as an attendee, participant, discussant, organizer, editor, reviewer, or leader.
- Participation in national, regional, or local meetings in mathematics, computer science, statistics, data science, pedagogy, or related fields.
- Attendance and participation in teaching-related conferences or workshops.
- Participation in short courses at national or regional meetings.
- Continuing education in areas relevant to mathematics, computer science, teaching, advising, or student mentoring.
- Learning new tools, technologies, programming languages, mathematical methods, or pedagogical approaches.
- Professional development related to course design, assessment, advising, or mentoring.
- Leadership roles on campus that contribute to professional growth.
- Faculty-student collaboration in research, software development, applied work, or pedagogical projects.

The MAA, AMS, SIAM, ACM, and IEEE are among the major professional organizations relevant to mathematics and computer science. These organizations are examples rather than an exhaustive list.

Summary of Professional Activity Expectations

An excellent candidate for tenure in the Department of Mathematics and Computer Science is a scholar who is engaged in the public disciplinary community, in the sense of Ernest Boyer's *Scholarship Reconsidered* (1990).

An excellent candidate for promotion to Full Professor maintains the qualities expected of a candidate for tenure and demonstrates continued professional engagement. The candidate may use the stability offered by tenure as a foundation to:

- Engage in projects with longer schedules.
- Pursue projects with more uncertainty in outcomes.
- Deepen existing lines of scholarly or professional work.
- Develop new areas of professional expertise.
- Mentor students or colleagues in scholarly and professional activity.
- Contribute to the department's ability to remain current in mathematics, computer science, and pedagogy.

Statement on Service

All information found in the Faculty Handbook regarding campus and public service applies to Mathematics and Computer Science faculty (section 3.2.1.3 for pre-tenure candidates and 4.2.4 for post-tenure candidates).

The Department of Mathematics and Computer Science recognizes that service to the department and the College is necessary for both to function well. All faculty members are expected to contribute to the mission of the department and the College.

Often, lines are blurred between service, outreach, professional development, and professional expression. These activities will be assessed by the faculty and department chair(s) on a case-by-case basis to determine which category the activity will apply, and the candidate should clarify those distinctions in their case-making statement.

Departmental Service

All faculty members are expected to participate in departmental governance. Thoughtful and engaged participation at meetings is necessary for a smoothly functioning department.

Examples of departmental service include, but are not limited to:

- Attending and participating in department meetings.
- Contributing to departmental governance.
- Participating in curricular discussions and decisions.
- Supporting assessment work.
- Supporting program review and planning.
- Participating in hiring, mentoring, or evaluation processes when appropriate.
- Contributing to departmental events, seminars, reading groups, or student-facing activities.
- Advising and supporting student-lead organizations / clubs / events, particularly those related to Math and Computer Science. (Note that serving as a departmental club

advisor was also listed under advising/mentorship above, as it serves dual roles of mentoring students and maintaining a vibrant department with extracurricular activities.)

College and Public Service

The department recognizes that opportunities for college-wide service may take time to develop, and election or appointment to committees is not something a faculty member can fully control. When serving on a committee, faculty are expected to provide responsible and engaged service.

Examples of college and public service include, but are not limited to:

- Serving on campus committees.
- Chairing committees or taking on other leadership roles.
- Serving on faculty council.
- Participating in curriculum development.
- Serving as an advisor to student groups.
- Participating in assessment roles.
- Supporting admissions by meeting with prospective students or participating in visit days when possible as needs arise.
- Attending faculty forums, meetings, presentations, retreats, and workshops.
- Providing forms of public service aligned with professional expertise.

An excellent faculty member becomes, through judicious choice, an active member of the college community by attendance at some events, involvement in others, and leadership where appropriate.

Summary of Service Expectations

An excellent candidate for tenure in the Department of Mathematics and Computer Science is an engaged member of the department and campus community who uses their strengths to further the objectives of these communities.

An excellent candidate for promotion to Full Professor maintains the qualities expected of a candidate for tenure and uses their strengths to further the objectives of these communities as described by the Faculty Handbook. An excellent candidate for promotion to Full Professor uses the stability offered by tenure to accept larger and more complex responsibilities on campus. These responsibilities may include leadership in faculty governance, but the department also values a consistent record of thoughtful and needed, though sometimes less visible, contributions.

Commitment to a Welcoming and Learning-Centered Student Experience

In accordance with its mission, Augustana College strives to ensure academic success for all students by nurturing an atmosphere that is welcoming and learning-centered. This results in students feeling valued and supported in their learning process.

These principles acknowledge the wide range of ways faculty contribute to Augustana's educational mission—through teaching, advising, research, creative work, and service—while affirming our shared commitment to cultivating an environment where all students can thrive.

Candidates for tenure, promotion, and review should include examples of engagement with the following principles in their Case Making Statements and provide supporting evidence of their efforts to:

- **Embrace difference:** Engage thoughtfully with a range of ideas, perspectives, cultures, or communities through teaching, scholarship, or service.
- **Foster a sense of belonging:** Enable a welcoming space where every student can feel seen, valued, and supported.
- **Address needs with intention:** Ensure that students have opportunities and resources to succeed in learning, advising, and professional and scholarly mentorship.
- **Focus on student-centered learning:** Prioritize the needs of students in and beyond the classroom by utilizing evidence-based teaching, advising, and learning strategies.

For mathematics and computer science, examples could include:

- Implementing Universal Design for Learning strategies in syllabus development, course policies, assignments, exams, projects, and in-class activities.
- Designing course materials that reflect the breadth and depth of mathematical and computational thought.
- Using examples, applications, and problems that help students connect disciplinary ideas to varied contexts.
- Assessing how teaching approaches help all students participate meaningfully in the classroom.
- Encouraging active participation, collaboration, and careful listening in ways that support learning.
- Structuring group work, labs, discussions, or projects so that students can contribute productively and learn from one another.
- Helping students develop confidence and persistence in mathematical and computer science work.
- Connecting students with campus resources that support academic success, well-being, belonging, and post-graduate preparation.
- Reflecting on how course policies and advising practices support student learning and student success.
- Participating in CELTS workshops or other professional development and reflecting on how strategies are implemented in teaching, scholarship, advising, or service.

- Teaching courses such as first-year inquiry, History of Mathematics, general education courses, honors courses, or other courses that invite students to understand mathematics and computer science in broader intellectual and human contexts.
- Pursuing professional development related to student-centered learning in mathematics, computer science, or the liberal arts.

Professional Faculty & Continuing Lecturers

Professional faculty and continuing lecturers are expected to engage fully within the life of the department, and contribute whole-heartedly to our mission of providing the highest quality education for mathematics and computer science students. However, they are generally not expected/required to make substantial contributions beyond the departmental level (e.g. college level service, public/community outreach, or scholarly expression in the broader discipline).

Performance reviews for professional faculty and continuing lecturers in the Department of Mathematics and Computer Science will follow the procedures in the Faculty Handbook and additional guidance from the Faculty Review Committee. These performance reviews will be based on the specific responsibilities assigned to each individual. Professional faculty and continuing lecturers will be evaluated based on the guidelines provided above for tenure-track faculty, but only those guidelines that are applicable to their position & assigned responsibilities.

Most professional faculty and continuing lecturers in the Department of Mathematics and Computer Science will have a primary responsibility of teaching. They will also likely be involved in academic advising and mentoring of students. They may choose to engage in professional and scholarly activities, but are not required to do so unless those activities are part of their assigned responsibilities. Professional faculty are not required to provide campus or public service *beyond the departmental level* unless such service is part of their assigned responsibilities.

For professional faculty members with assigned credit loads outside of teaching and advising (e.g. lab coordination and departmental technical support), the department chair(s) will consult with all relevant stakeholders (e.g. the professional faculty member, members of the department, possibly I.T.S. staff members) in determining appropriate criteria for evaluating performance on the associated duties.