Faculty of the Department of Mathematics and Statistics are expected to be professionals who are committed on a full-time basis to teaching, scholarship, and service. For convenience and compliance with the JMU Faculty Handbook, the department has divided the guidelines into separate categories: one for each of the areas of teaching, scholarship and service. However, in point of fact these categories actually overlap and all three of the categories support the primary teaching mission of the university.

The faculty must be strongly committed to excellence in teaching yet must also actively demonstrate commitment to scholarship and service, thus creating balance in faculty contributions. It is recognized that each faculty member makes unique contributions to the University. Therefore, the exact distribution of professional activities should be sufficiently flexible that all members of the faculty will be able to concentrate on their strongest areas within teaching, scholarship, and service. Faculty members may be released from duties in one professional category in order to carry additional responsibilities in another. Faculty are expected to work with the department head to tailor the distribution of their individual responsibilities, in a mutually acceptable way, so that the collective contributions of the Department will support well the teaching, scholarship, and service missions of the University.

Each faculty member will be evaluated in accordance with the Faculty Handbook. The standards listed for each category of teaching, scholarship, and service should be looked upon as guidelines for matters the Department considers important rather than goals to be achieved or checked off on the way to promotion and tenure. Consistently strong ratings over a period of years should be viewed as exceptional, particularly in consideration for promotion.
Teaching

Faculty members will be assessed on their teaching effectiveness, their commitment to teaching, and their service to the teaching mission of the Department and the University. Evaluation of the candidate by the PAC and the department head's review of the candidate are elements of primary importance in the evaluation of teaching effectiveness. In addition, recent student evaluations are a required source of input for the assessment of teaching effectiveness.

Additional elements, which may be submitted for consideration in support of a candidate's teaching effectiveness, include:

- statements of self-evaluation
- peer evaluation reports
- questionnaires, letters or other responses from recent graduates, or other evidence which supports the contention that students have been well taught
- documents that reflect innovations in teaching methodology, or in course development or revision
- documents that reflect effectiveness in formulating and meeting course objectives.

Evidence of commitment and service to teaching may be drawn from such sources as:

- general attitude toward students and teaching
- diligence in meeting assigned classes
- thoroughness of class preparation and presentation
- care in assigning and evaluating student work
- professional relations with students outside the classroom
- advising
- willingness to lead independent study or research projects
- attendance at workshops or seminars devoted to the enhancement of teaching
- involvement in experimental and/or interdisciplinary courses
- involvement in the general education program and commitment to the ideals of liberal education
- contribution to the development of new courses or programs
- willingness to assume difficult assignments
- securing grants that directly support teaching
- writing grant proposals that directly support teaching
Scholarly Achievement and Professional Qualification

Elements in this category will be weighed in proportion to the relative importance of the accomplishment, as determined by the PAC and the department head. Such elements shall be weighted by the scope and quality of the community by which they have been accepted, and by the level of acceptance implied. (See also the note on scholarship and tenure in the Faculty Expectations and Evaluation document.)

Evidence of scholarly achievement and professional qualification may be drawn from such sources as:

- publications, including textbooks
- articles submitted for review
- unpublished articles or research reports
- on-going research
- awards and other honors for scholarly work
- invited or contributed addresses
- securing research grants or grants that directly support research activity
- writing research grant proposals or grant proposals that directly support research activity
- refereeing or reviewing research manuscripts or other scholarly material
- editing scholarly journals or other professional publications publishing problem solutions, book reviews, scholarly letters, etc., in professional journals
- participation at professional meetings as panelist, session chair, etc.
- continuing professional development through individual study, formal course work, workshops, short courses, professional meetings, etc.
**Professional Service**

Candidates will be judged by their services at the departmental, college and university levels, as well as service to the profession and the community. In assessing service within the University, consideration will be given not only to the number of committee memberships, but also to the level of responsibility and involvement.

Forms of service which may be taken into account include:

- membership on committees at the university, college or departmental levels
- sponsor or advisor to student organizations
- advising duties, especially those above and beyond the normal assignments shared by all faculty
- special assignments and contributions to the University at any level
- conducting professional workshops, symposia, etc.
- membership in professional organizations
- membership on governing bodies of professional organizations
- refereeing or reviewing research manuscripts or other scholarly material
- editing scholarly journals or other professional publications
- securing grants that directly support non-research activities such as teaching, student development or community development
- writing grant proposals that directly support non-research activities such as teaching, student development or community development.