

# LABORATION OF THE MATHEMATICS PROGRAM STANDARDS FOR TEACHING FACULTY

## Preamble

The faculty of the Mathematics Program endorses the College standards as well as those of the School of Natural Sciences and Mathematics. Both sets of standards were used as the basis of these Program standards for the Mathematics faculty. College, School, and Program standards will be employed in our review and evaluation of full time, part-time, and adjunct faculty for reappointment, tenure, and promotion.

### 6.1. Teaching

#### 6.1.1. Same as the College and School Standards

6.1.2. The Mathematics Program in the School of Natural Sciences and Mathematics (NAMS) encourages the faculty to demonstrate teaching effectiveness by a variety of methods. Individual faculty member may have a unique way of dealing with the challenges of teaching. In addition to traditional classroom teaching, we recognize that faculty are often involved in independent studies and supervising student research which may present additional time constraints and challenges. To demonstrate teaching effectiveness, we encourage the faculty to rely on several indicators of successful teaching in addition to the IDEA, including but not limited to the ones listed in the following sections:

#### 6.1.2.1. – 6.1.2.3 Same as the School Standards

#### 6.1.2.4 Same as the College and School Standards with the following additions:

6.1.2.5 Challenge and motivate students in a variety of ways; for example assigning interesting projects ( individual and/or group) using real life data, using concepts related to their majors whenever possible and student presentations thus bringing enthusiasm and excitement to the learning process.

6.1.2.6. Develop and show evidence of a variety of teaching methods, to be able to address the diverse learning styles of students. This can be achieved in many ways including, but not limited to, giving students thorough syllabi, worksheets in class, hands on individual or group projects, computer based assignment and oral presentations . The program can measure and assess these by documented written materials from faculty, official student evaluation comments, informal student correspondences (past and present), classroom observation etc .

### 6.2. Scholarly and Creative Activity.

6.2.1. The teacher-scholar model recognizes that a serious and continuing commitment to

scholarship and/or creative activity enriches teaching and is important for sustaining excellence within the classroom. Additionally, consideration should be given to scholarship in areas different than the candidate's specialty, if it contributes to the candidate's intellectual and scholastic development and reputation, as it is consistent with Stockton's mission as a liberal arts college and the faculty member's current contract with the College. Scholarly activities that involve students and that lead to co-authored publications and presentations at professional meetings will be viewed as being especially valuable. Peer reviewed articles in professional or pedagogical journals, conferences, presentations, and successful grant applications all indicate successful scholarship.

6.2.2 – 6.2.4 Same as the College and School Standards

6.3. College and Community service.

6.3.1. Service is considered an important part of academic life, and a candidate is expected to be service oriented throughout their career. The definition of service may apply to service at the program level, college wide service, service within the mathematics community, and/or service within the community at large. In the first year, it is understood that the new candidate will be acquainting themselves with the climate and culture of the institution and that college-wide service may not be appropriate at that time. However, service within the program is encouraged from the onset of employment and service within the mathematical community and/or the greater community is appropriate at any stage of the candidate's career. Service within the program and the larger mathematical community includes:

6.3.1.1. Participation at committee work at the program level and active participation in the Math Seminar including giving talks at the seminar count as successful service.

6.3.1.2. Supervising student research projects, program distinctions, participation and involvement in student related activities including the math club, student conference trips, student competitions, student presentations and other student organized events will count as valuable service.

6.3.1.3. Service in the mathematical community includes, for example, membership or leadership positions in a scientific organization, board membership, conference organizer, grant reviewer, journal editor, and other involvement that helps support the structure of the mathematical community.

6.3.2 – 6.3.5. Same as the College and School Standards