

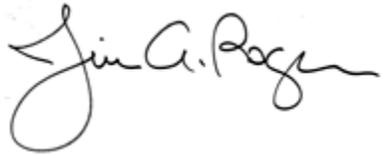
**POLICIES  
AND  
PROCEDURES**

of the

**DEPARTMENT OF MATHEMATICS**

**Fall 2021**

This version is certified to contain all changes adopted over the previous term and is current as of May 15, 2021.

A handwritten signature in black ink that reads "Jim A. Rogers". The signature is written in a cursive style with a large, looping initial "J" and a long, sweeping underline.

Jim A. Rogers, Ph.D.  
Chair, Department of Mathematics

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# 1 Departmental Organization

## 1.1 Administration

### 1.1.1 Bylaws of the Board of Regents

The "[Bylaws of the Board of Regents of the University of Nebraska](#)" (effective June 28, 2019) states in Section 2.10, page 19:

**The Departments.** *The Board may create departments of a college or a school when size or educational efficiency demands it. The department chair shall be the officer primarily charged with the administration of the department. The department chair shall be the presiding officer of its faculty and the chief advisor to the Dean or director of the administrative unit to which the department is assigned. Department chairs shall be appointed upon recommendation of the Dean in the manner provided by Section 3.2 of these Bylaws, after appropriate consultation with the department faculty, and with concurrence by the Chancellor and the President. The department chair shall not have tenure in that office, but tenure as a faculty member is a matter of separate right. The department chair may make recommendations to the Dean and the faculty of the college concerning the welfare of the department or its relations to other departments. Before making such recommendations, the department chair shall consult with the appropriate department faculty. Where the recommendation of the chair differs from the advice given by the appropriate department faculty, the chair shall so inform the Dean.*

*The department staff shall consist of persons of the rank of assistant instructor or above or equivalent ranks in the department. Meetings of the department staff may be called by the Chancellor, the Dean, the chair, or by a majority of the staff. The department staff may make recommendations upon any matter affecting the welfare of the department or its members to the chair, to the Dean of the college, or to the faculty of the college. In the event that a departmental recommendation or the recommendation of the department chair does not receive higher administrative approval, the reasons for the action shall be communicated to the department.*

### 1.1.2 Constitution of the College of Arts and Sciences

The [Constitution of the College of Arts and Sciences](#) (effective April, 2018) states in Article VII, Section 1, pages 3 and 4:

*A department is an academic community of interest and an administrative unit of the College. Subject to the jurisdiction of institutions which have overall responsibility for the University of Nebraska at Omaha and in conformity with the policies of the College of Arts and Sciences, a department shall determine its policies and programs through means adopted by the department.*

*The chair of the department or the departmental staff may make recommendations to the Dean and Faculty of the College concerning the welfare of the department or its relations to other departments. Before making such recommendations, the chair of the department shall consult with the departmental faculty. Where the recommendation of the chair differs from the advice given by the departmental faculty, the chair shall so inform the Dean. Meetings of the departmental staff may be called by the Chancellor, the Dean, the chair, or by a majority of its members.*

Furthermore, the above Constitution states in Article VII, Section 2B and C:

*B. Chairs shall be appointed as provided in the Bylaws of the Board of Regents, upon recommendation of the Dean, after appropriate consultation with the departmental faculty and concurrence by the Senior Vice Chancellor for Academic and Student Affairs for a term not exceeding four years. Within a reasonable time before recommending the reappointment of a chair, the Dean shall take a closed ballot of the department members on the question of reappointment of the incumbent.*

*C. In case of a vacancy existing or pending in a department chair, the Dean will request that the department provide one or more names of potential candidates for chair, a request which shall be fulfilled through means adopted by the department.*

### **1.1.3 The Department**

The Department of Mathematical and Data Sciences is composed of full-time faculty and part-time instructors. To be an instructor, one must have the M.A. degree or higher. The excerpts in 1.1.1 and 1.1.2 above give more information regarding the departments from the standpoints of the University and the College of Arts and Sciences.

### **1.1.4 Department Chair: Departmental Guidelines**

Beyond the general policies concerning the department chair stated above, the following apply:

#### **1.1.4.1 Term**

Beginning in 2019, the term for the department chair will be three years, with transitions between terms occurring in years  $2019 + 3n$  ( $n = 0, 1, 2, \dots$ ). The transition between terms will occur in the summer semester of the specified years on a date agreed between the incoming chair, the outgoing chair, and the dean's office.

#### **1.1.4.2 Eligibility**

All elections are open to all interested department members (including the incumbent department chair).

### 1.1.4.3 Election

Election of the chair for the next term is mandatory (even if there is only one candidate). Elections must be held during the spring semester of the final year of the current term, and will be conducted according to rules and timelines established by the Governing Committee in the preceding fall semester. The final authority, however, is held by the Dean of the College of Arts and Sciences. (See also section 1.1.2 above).

### 1.1.4.4 Duties

In addition to the duties specified in sections 1.1.1 and 1.1.2 above, the department chair will be responsible for the following duties. The department chair is assigned 6 credit hours per semester of administrative duties with the potential of 3 credit hours for assigned research time. He/she is on a 9-month contract and currently receives an extra stipend for administrative duties during the academic year. In addition, university funds are available for summer administrative duties, as determined by the Dean.

- **Annual Review:** The department chair carries out an annual performance review of each full-time faculty member.
- **Budget:** The department chair is responsible for the department budget. This includes regular monitoring of departmental spending and ensuring that all spending is done in a manner consistent with department policy and expectations of the Dean. Furthermore, the chair is responsible for maintaining an online summary ledger of the budget that is easily understandable and available to all faculty.
- **Travel Budget:** The department chair is responsible for implementing and maintaining the department travel budget according to the policy adopted by the department and laid out in section 3.2
- **Maintenance of the Department Calendar:** The chair is responsible for maintaining the department calendar throughout the entire calendar year.
- **Maintenance of the Policies and Procedures manual:** The Department Chair is required to revise the Policies & Procedures document each semester, modifying it to reflect all passed motions in that semester. No later than December 15 and May 15 each academic year, the department chair must certify that all motions passed in the respective semester are incorporated, that the revisions have been visible to the department for a reasonable amount of time for review, and that it is the final and official document. This certification will be done by electronic signature on the back page of the Policies and Procedures manual.
- **Decision Authority:** The powers of the department chair are not enumerated, rather the chair is charged with maintaining the general welfare of the department and has the power to make decisions deemed necessary for that purpose. This power allows the chair to choose not to enforce policies and procedures passed by committees and to create new policies as necessary. "General Welfare" is a purposely vague term, and it

should not be used as a mechanism to overturn reasonable policy created by committees that do not violate any higher-level college or university policies. Rather, the department chair should reserve the use of this power for serious reasons (e.g., dealing with dysfunctional committees or the creation of seriously flawed policies) or to handle issues that the committees choose not to address.

### *1.1.5 Committee Chairs: Departmental Guidelines*

#### **1.1.5.1 Term**

Beginning in 2018, the term for a committee chair will be three years, with transitions between terms occurring in years  $2018 + 3n$  ( $n = 0, 1, 2, \dots$ ). The transition between terms will occur in the summer semester of the specified years on a date agreed between the incoming chair, the outgoing chair, and the department chair.

#### **1.1.5.2 Eligibility**

All elections are open to any department member who is eligible to serve on the corresponding committee. (including the incumbent chair).

#### **1.1.5.3 Election**

Chairs of the Lower Curriculum, Core Curriculum, Upper Curriculum, and Graduate Committees (referred to collectively as the curriculum committee chairs) as well as the Governing Committee, RPT Committee, and Assessment Coordinators will be elected according to the following procedure: All faculty names will appear on the ballot for chair of each committee, unless a faculty member opts to have his/her name removed from the ballot. Committee chair elections will take place in succession, in the following order: Governing Committee, RPT Committee, Assessment Coordinators, Lower Curriculum Committee, Core Curriculum Committee, Upper Curriculum Committee, and Graduate Committee.

Election of the chair for the next term is mandatory (even if there is only one candidate). Elections must be held during the fall semester of the final year of the current term, and will be conducted according to rules and timelines established by the Governing Committee.

As elections occur approximately one year prior to the end of the current chairs' term, the expectation is that the current chairs will work closely with the incoming chairs over the third/final year of their term to ensure a smooth transition.

#### **1.1.5.4 Duties**

- **Committee Member Selection:** Each full-time faculty (non-committee chair) will be given a preference form to indicate a 1st & 2nd choice for committee assignment. Every member of the department that is not a committee chair will serve on either one or two committees. The committee chairs will serve on only one committee. Individuals will serve on one or both of their preferred committees. Committee chairs will meet, after all preference forms are collected, to finalize committee membership. This process should be completed by May 15 of every academic year. Committee chairs should aim for committees with diverse membership with regards to rank and discipline.

- **Determination of Meeting Schedule:** The committees will determine their meeting schedule and must announce it and have it placed in the department calendar by August 1 of each academic year. The Office Associate will be charged with assisting in creating the calendar. Meetings must be scheduled during the designated department meeting times, Tuesdays & Thursdays 2:30pm-3:30pm. Scheduled meeting days that occur in off-contract times or outside of class terms in August, December, January, and May can be held at the discretion of the committee chair.
- **Posting of Agendas:** A department-wide call for agenda items must be made no later than two weeks before the meeting date, and the agenda created must be announced, circulated by email, and posted to the department repository no later than 7 days before the meeting.
- **Posting of Minutes:** The minutes of the meeting should be circulated among the committee members for review, and posted to the repository in a timely manner (generally within a day or two of the conclusion of business from the meeting). A courtesy email to the department announcing the posting of the minutes should be sent.
- **Decision Authority:** The powers of the committee chairs are not enumerated, rather the chairs are charged with maintaining the general welfare of the items within the scope of their committees. It is up to the committee chair's discretion as to whether extra/alternative meetings should be held, and, if there are unavoidable time constraints, they have the power to make executive decisions in the absence of a committee meeting. Committee chairs are expected to use these powers with great discretion, and not use them to avoid meetings or discourage input from committee members or faculty in the department.
- **Creation of Teaching Schedules:** The Curriculum Committee Chairs are responsible for the creation of the teaching schedule for all academic semesters, terms, and sessions.
- **Summer Availability:** While there is no requirement for committee chairs to work over the summer, it is expected that they will be generally available for any class scheduling that must occur over the summer as well as to be generally available (at least by email) to answer general questions that might come up.

## 1.2 Committees

The department has seven standing committees and one ad hoc committee as listed below. The department chair is an ex-officio (non-voting) member of every committee. With the exception of the RPT committee, all committee meetings are open meetings that may be attended by any department member.

All committee members are required to take their responsibilities seriously and work under the committee chair's direction to complete all committee work efficiently and effectively.

## 1.2.1 Department Governance

### 1.2.1.1 Governing Committee (GOC)

- **Membership eligibility:** All tenured faculty are automatically voting members of the GC (with the exception of the department chair, who is a non-voting member). Meetings are standing and open to all members of the department.
- **Duties:**
  - The GC is the sole body charged with the responsibility of creating all general rules and policies for the department.
  - The GC is where discussion of policies passed by the Curriculum Committees takes place.
  - On any item/question requiring “department approval,” a simple majority vote for or supporting the item/question will represent that approval.
- **Procedures:**
  - **Seconding of GC motions:** All motions before the GC not emanating from a standing committee require a second for discussion.
  - **Discussion of passed Curriculum Committee Motions:** All motions coming from any department committee will be posted on the Internal Repository. The members of the GC will be notified and will be asked to examine the motion. If no member of the GC asks for the Committee to consider the motion by Friday of the week after the motion was posted, it is approved. If any member of the GC would like to discuss the motion, it will be discussed by the entire GC at the next GC meeting. Following the meeting in which the motion was discussed, the motion will either be voted on by the GC or will be sent back to the original department committee.

## 1.2.2 Assessment

### 1.2.2.1 Assessment Coordinators (AC)

- **Membership eligibility:** There are two assessment coordinators, and all department members are eligible to become a coordinator.
- **Duties:** The assessment coordinators are charged with the responsibility of end-of-program assessment of our undergraduate degree programs.
- **Procedures:** Assessment Procedures for the Undergraduate Programs are listed in Appendix A.3.

## 1.2.3 Curriculum Governance

### 1.2.3.1 Lower Curriculum Committee (LCC)

- **Membership eligibility:** All department members are eligible to become voting members of the LCC. Meetings are standing and open to all members of the department.

- **Duties:** The LCC is the sole body charged with the responsibility of overseeing all courses 1940 and below.

#### 1.2.3.2 Core Curriculum Committee (CCC)

- **Membership eligibility:** All department members are eligible to become voting members of the CCC. Meetings are standing and open to all members of the department.
- **Duties:** The CCC is the sole body charged with the responsibility of overseeing all courses above 1940 and below 3000.

#### 1.2.3.3 Upper Curriculum Committee (UCC)

- **Membership eligibility:** All department members are eligible to become voting members of the UCC. Meetings are standing and open to all members of the department.
- **Duties:** The UCC is the sole body charged with the responsibility of overseeing all 3000 and 4000 level courses.

#### 1.2.3.4 Graduate Committee (GRC)

- **Membership eligibility:** All department members are eligible to become voting members of the GRC. Meetings are standing and open to all members of the department.
- **Duties:** The GRC is the sole body charged with the responsibility of overseeing all graduate-level courses.
- **Procedures:** Exit requirement for the three graduate programs (MA/MS/MAT) can be found in Section 2.3.1. Exit requirement and assessment procedures for the three graduate programs can be found in Appendix A.4.
- **MAT Coordinator:** This is an ex-officio member of the GCC that is responsible for:
  - Evaluation of applicants to the MAT program
  - Assigning faculty members to advise MAT students
  - Coordinating with assigned advisers for the MAT comprehensive exams
  - Assessing the MAT program
  - Overseeing Secondary Mathematics Specialist
  - Attending GCC meetings as needed

### *1.2.4 Reappointment, Promotion, Tenure, and Hiring*

#### **1.2.4.1 Reappointment Promotion and Tenure Committee (RPT)**

- **Membership eligibility:** All tenured faculty are automatically voting members of the RPT committee (with the exception of the department chair). Meetings will be scheduled as determined necessary by the RPT chair.
- **Duties:** The RPT Committee is the sole body charged with the responsibility of recommending faculty members for promotion or tenure on behalf of the department.
- **Procedures:** See 2.1.2

#### **1.2.5 Search Committee (Ad-Hoc)**

Upon being notified by the Dean of permission to make a hire, proposals will be solicited by the GC for discussion at the next open agenda. The proposals will be voted on (using ranked voting) and the winning proposal will be presented to the Dean for approval. Upon approval of the Dean, the department chair will generally name the lead creator of the winning proposal as chair of the search committee for the position and will appoint another search committee chair only upon the request of the lead creator of the winning proposal. The named search committee chair will name the members of the search committee and have total control of the process and methods used to recruit. The department chair will be an ex-officio (non-voting) member of all search committees.

## 2 Department Policies and Procedures

### **2.1 Hiring, Promotion, Tenure, and Merit**

#### *2.1.1 Hiring*

##### **2.1.1.1 Categories of Faculty**

- **Full-time tenure-track:** Generally, individuals in this category must have a terminal degree. The Search Committee recommends individuals to the department chair. Other faculties are invited to comment on prospective candidates. In all cases, the decision of whom to recommend to the Dean for the position is made by department chair.
- **Full-time specific term, non-tenure track:** Persons are recommended to the Dean by the department chair as the position becomes available. The Search Committee may be asked to assist in this recruiting as well.
- **Part-Time:** The department chair hires part time faculty.
- **Visiting Positions:** When funds are available, the department chair hires visiting professors or instructors.

## 2.1.2 Reappointment, Promotion, and Tenure

### 2.1.2.1 Reappointment, Promotion, and Tenure: College of Arts & Sciences Guidelines

The department follows the College of Arts & Science guidelines for reappointment, promotion, and tenure. These can be found at [this link](#).

## 2.1.3 Reappointment and Promotion of Instructors

*Note: This applies to hiring of instructors beginning fall 2021 into regular instructor lines and does not apply to those filling an emergency or short-term position.*

### 2.1.3.1 Purpose of hiring instructors

- Teaching a variety of 1000 level mathematics courses as necessary.
- Service: as part of university or professional society committees.

### 2.1.3.2 Departmental reviews

- Annual reappointments
- Annual review through Digital Measures (use same RPT documentation as tenure track faculty)
- Chair review after year 1, RPT Annual reviews beginning at year 2
- Initial contract is renewable for up to 6 years, at which point one must apply for and be promoted to the rank of lecturer to continue
- Post-promotion reviews and reappointments will occur every three years

### 2.1.3.3 Promotion to lecturer and post-promotion reappointments

An instructor position will terminate after 6 years, at which point an instructor may apply for promotion to lecturer. In situations where promotion does not occur, employment will be terminated. Promotion to the rank of lecturer is based on distinguished performance in teaching and at least proficient performance in service. Lecturers are model educators who share their teaching expertise within the department and beyond. These standards apply to both promotion and post-promotion reappointment.

- The case for distinguished teaching performance is to be made by the instructor as they see appropriate. Here are some possible examples of documentation of distinguished in teaching:
  - Significant diversity of course preparations
  - Course coordination
  - Curriculum development related to mathematics or general education courses
  - Course material development for the department, especially if involving open access materials
  - Exceptional teaching documented via teaching evaluations paired with other measures from this list or others
  - Frequent class enrollments at near full capacity

- Letters of support from students
  - Peer evaluations obtained via class visits
  - Adoption, introduction, (statistical) testing of new teaching techniques (such as IBL, flipped classroom, hybrid classrooms etc.)
  - Participation in and contribution to teaching-related professional development activities, such as workshops, seminars, meetings etc. (e.g. teaching circles)
  - Serving as mentor/advisor for students
  - Published articles or textbooks related to teaching
  - Special recognition such as obtaining a teaching award
  - Participation in and leadership within university teaching initiatives
  - Independent work with students
- The case for proficient service performance is to be made by the instructor as they see appropriate. Here are some examples of documentation of distinguished service:
    - Active service on various departmental, college, university, or professional society committees, including committee leadership
    - Organizing a teaching workshop, colloquium, or discussion series for the department
    - Community service and outreach activities (e.g. Calculus Bee, Math Day, STEM nights, etc.)
    - Initiating new activities and events in the mathematics department and in the community
    - Active support for ongoing activities that goes beyond a simple participation
    - Active involvement with the Math Club
    - Initiating math groups or activities for students
    - Improving the student tutoring effort
    - Promoting the UNO math program in the community (live, online, etc.)
    - Developing and implementing a marketing strategy to attract students to the math program
    - Serving on task forces
    - Independent work with students
- Although research is not a requirement for the instructor position, a fair research effort in mathematical sciences or education could be considered for making the case to promotion to lecturer
- Procedure:
    - The instructor will prepare materials with all necessary documentation to make the case for distinguished teaching and at least proficient service. Lecturers are expected to contribute to the department at a level that is commensurate with the contributions of a promoted tenure-track faculty member, namely an Associate Professor
    - External letters may be solicited to support the application for promotion.

- Unless otherwise stated, the department follows the College of Arts & Sciences guidelines for reappointment, promotion, and tenure. These can be found at this link.

### *2.1.4 Merit Pay*

#### **2.1.4.1 Merit Pay and Determination of its Recipients**

Depending on negotiations between the AAUP (faculty bargaining agent) and the Board of Regents, a portion of salary increase in a particular year may be based on performance. When this happens, the Vice-Chancellor for Academic Affairs has asked each department to develop a procedure by which the chair, after consultation with the faculty, will make merit-pay recommendations to the Dean of the College. The current procedure for determining merit salary increase in the Department of Mathematical and Data Sciences is contained in the attached Appendix A.1.

## **2.2 Faculty Duties**

### *2.2.1 Absences*

The Vice Chancellor for Academic Affairs has required that the office of the Dean keep a log on faculty absences. Absences due to university financed travel are automatically recorded. Other absences (e.g., illness, approved absences for professional purposes for which no university funds are requested) are to be reported by the faculty to the departmental Office Associate, who will inform the department chair.

### *2.2.2 Faculty Interface with Students*

#### **2.2.2.1 Office Hours**

The Bylaws of the Board of Regents, page 53, states that faculty must “be available at frequent, regular and scheduled times for student consultation. “There is no fixed policy on the number of hours per week each faculty member must schedule to be available to students; however, the department recommends a minimum of 5 hours per week.

#### **2.2.2.2 Faculty Workload Credit for Independent Study, Thesis and Project Supervision**

Faculty members who supervise independent studies, masters (MA) theses, or masters (MS) projects will be rewarded with a one semester 3-hour released time for each whole number of 'points' they accumulate. Each undergraduate independent study earns 1/27 of a point per student credit hour, each graduate independent study earns 1/18 of a point per student credit hour, and each masters (MA) thesis and masters (MS) project supervised earns 1/3 of a point. An independent study with multiple students only earns points for one student. There is no expiration period for accumulated credit. No guarantee of retroactive credit before summer 2008

is given. This policy is subject to the continuing approval of the A&S College Dean. No more than one 3-hour release time may be used per academic year.

### *2.2.3 Committee Duties*

Faculty members are expected to serve on departmental committees. Although there are no requirements to serve on university committees, the faculty are encouraged to participate.

### *2.2.4 Contract Responsibilities*

Faculty members are under contract to meet the responsibilities assigned by university documents during the specified contract period each year in particular, the contract begins one week before classes begin in the fall and continues for nine (9) months.

### *2.2.5 Annual Submission of Annual Review Attachment I*

Attachment I of every merit-eligible faculty member's annual report will be shared on the department repository each year.

## **2.3 Courses and Degrees**

### *2.3.1 Exit Requirements for Graduate Degrees*

#### **2.3.1.1 Mathematics MS Degree**

One of the requirements for obtaining the Mathematics MS degree is either passing a written comprehensive examination or completing a mathematical or statistical project. Students are free to choose either exit requirement, with the exception of those in the Data Science concentration who are required to choose the project option. Procedures for each of these exit requirements can be found in Appendix A.4

#### **2.3.1.2 Mathematics MA Degree**

One of the requirements for obtaining the MA degree is passing comprehensive examination including an oral examination over the thesis. The procedure for this exit requirement can be found in Appendix A.4

#### **2.3.2 MAT Degree**

One of the requirements for obtaining the MAT degree is passing a written comprehensive examination. The procedure for this exit requirement can be found in Appendix A.4

### *2.3.3 Summer Sessions*

No graders will be provided by the department for summer classes.

### *2.3.4 Grade Requirements for Honors Calculus (added Fall 2010)*

One of the requirements to receive honors credit for Calculus I, Calculus II, or Calculus III is to receive a grade of B or better for the course.

## **2.4 Miscellaneous Policies/Procedures**

### *2.4.1 Textbook Selection*

#### **2.4.1.1 Multi-sectioned Courses**

Textbooks for multi-sectioned, 1000-level courses, with the exception of the calculus courses, MATH 1310, and MATH 1320, shall be selected by the Lower Curriculum Committee. Before the final selection is made, the Committee shall solicit and encourage input from the entire faculty. Final textbook selection for calculus will be made by the Core Curriculum Committee.

#### **2.4.1.2 All Other Courses**

Textbooks are chosen by the instructor.

### *2.4.2 Special Workload Assignments*

Prior to the beginning of each semester, the department chair or his/her designee asks that formal requests for special workload assignments be submitted by department members interested in doing research or being involved in professional activities that would benefit the department and the university. Formal request consists of a general description of the activity. The chair will then grant a special workload assignment taking into account the merits of the proposed activity and the success of past special workload assignments.

*Note: As of January 2020, the department chair is prohibited from approving applications for extraordinary release time until the GC approves a policy for such applications.*

### *2.4.3 Amending This Document*

The Policies and Procedures Handbook can only be amended by a majority vote (abstentions do not count) of the Governing Committee.

# 3 Appendices

## 3.1 A.1 Merit Procedure

### 3.1.1 A.1.1 General Procedure

Each person eligible for merit will be awarded either 0, 1, 2, or 3 points based on the objective measures below. Once the value of the merit pool is announced, the dollar value of a point will be calculated by dividing the dollar amount of the merit pool by the total number of points awarded in the department. The amount of money awarded to each faculty member will be calculated by multiplying the dollar value of each point by the number of points awarded to that faculty member.

- **Research:** Faculty members will earn a point (if they have a research expectation) if they satisfy any of the below criteria (items must be within the last calendar year unless otherwise indicated, so for merit procedure in spring 2018, this would mean 2017):
  - A publication in a refereed journal within the three calendar years.
  - A presentation at a national/international conference.
  - A successful grant application from an external source within the last 3 calendar years.
  - College or University or Professional Award for recognition of research within the past three calendar years.
  - An unsuccessful grant application from an external source in the past year.
  - Published conference proceedings from a national/international conference in the past year.
  
- **Teaching:** Faculty members will earn a point (if a faculty member has a 12 hour teaching load and no research requirement they will earn 2 points) if they satisfy any of the below criteria (items must be within the last calendar year unless otherwise indicated):
  - Developed a new course (submitted and approved)
  - Developed a new degree program.
  - Revised a current course and/or coordinated its instruction (multi-section course)
  - Supervised a FUSE or NASA or similar grant
  - Supervised a Kerrigan Project.
  - Supervised an independent study.
  - Organized the Putnam Exam Study Group.
  - Supervised a Masters' Thesis or served on at least two Masters' Thesis committees in the past two calendar years.
  - Served on a PhD Thesis committee in the past calendar year.
  - Supervised a Undergraduate Honors Thesis in the past 2 calendar years.
  - Pedagogical publication within the last two calendar years.

- Awarded College or University or Professional Award for recognition of teaching within past three years.
  - Mentored/supervised classroom instruction of new/part-time faculty.
  - Mentored students who want to become math teachers (in class, outside class, course notes development, possibly publications).
  - Completed TABS.
  - Attended a teaching-related workshop with a duration of at least one day.
  - Teaching evaluation question 31: Average over last 2 calendar years > 3.5 when weighted by student (not by class).
- **Service** Faculty members will earn a point (If a faculty member has release time for a service activity and no research requirement, they will earn 2 points) if they satisfy any of the below criteria (items must be within the last calendar year unless otherwise indicated):
    - Held any of the following positions in the department: Department Chair, Advisory Committee Chair, Lower Curriculum Committee Chair, Core Curriculum Committee Chair, Upper Curriculum Committee Chair, Graduate Program Chair, and Assessment Coordinator.
    - Member of a Departmental Search Committee or Calculus Textbook Selection Committee.
    - Department Dual Enrolment Coordinator or Part-Time Instructor Coordinator.
    - Member of the College RPT, EPC, or Dean's Advisory Committee
    - Member of Faculty Senate or Graduate Council, or chair of any other university committee.
    - Officer of a professionally related organization (MAA, ASA, AMS, etc)
    - Member of Editorial Board of a professional journal (rank 3 or above by department)
    - Served as a reviewer for at least two articles in a two year period in peer-review journals (rank 3 or above by department, see Appendix A.6 for journal rankings)
    - Provided computer/internet support for departmental activities (webmaster, voting and scheduling activities)
    - Completed at least 7 MathSciNet reviews
    - Served as a reviewer for a federal grant (NSF, NIH) or grant from other national or international funding agencies
    - Member of any committee in which the member had a significant role over the past year (recommendation letter from committee chair required for evidence).
    - Organized Problem of the Week, Calculus Bee, or High School Math Contest.
    - Organized/supported/sponsored/actively participated in Math Club (or similar) activities.
    - Organized activities with local area high schools / teachers (math circles or such).
    - Organized or co-organized a regional, national, or international conference or a mini-symposium at a regional, national or international conference.
    - Served as a chair or as a member of an organizing committee of a conference.
    - Served on FUSE or GRACA review panel.

- Invited as a Plenary Speaker, or to give a seminar, or a Workshop leadership
- Served as a consultant for a major project on or off campus.
- Had a Special Assignment from the Department Chair (department chair must submit recommendation letter to chair of advisory committee as evidence.)

**Implementation:** The merit process would involve faculty completing a one-page form (probably electronically) indicating on what basis they were claiming the research/teaching/service points, attaching supporting documentation, and submitting to the department chair for review. In cases where the department chair disagrees with a faculty member's self-assessment, the advisory committee will review, however since all the measures are objective this shouldn't be an issue.

To give some examples:

- If a faculty member is claiming a research point they can include a print out of the table of contents for the journal issue that contained the article showing a date in the appropriate range.
- If a faculty member is claiming the teaching point for supervising a Masters' Thesis they can include the paperwork from graduate studies. If a faculty member is claiming the service point for reviewing peer-reviewed articles they can include copies of the emails from the editor.

The list of criteria can be amended at any time by submitting a motion to the advisory committee but only items listed will be used during merit time.

### *3.1.2 A.1.2 Merit and Sabbatical*

If a faculty member is awarded a one semester Faculty Development Fellowship (aka sabbatical) then that faculty member will be awarded all 3 merit points for that merit year. (If you want to, you can think about it that their points breakdown that year would be research 3, teaching 0, service 0, and a FDF award is an item which grants the research points).

If a faculty member is awarded a two semester (full AY) Faculty Development Fellowship then that faculty member will be awarded all 3 merit points for the merit year containing the Fall semester they are on sabbatical. For the merit year containing the Spring semester they are on sabbatical they will be judge on a merit year consisting of the part of the previous year prior to the start of the sabbatical and the part of the current year after the completion of the sabbatical.

For example, suppose someone is on sabbatical for the whole 2017/18 academic year. In early 2018 when we do merit for the 2017 year, this person would get all 3 points. In early 2019 when we do merit for the 2018 year, this person would be judged on their "year" combining the first half of 2017 and the last half of 2018.

## 3.2 A.2 Travel Funding Policy

- Total Amount Available: \$12,000 (this is based on historical figures, and could be adjusted year-to-year based on changes in circumstances).
- Total Allowable per Faculty Member: \$1,500 (No faculty member may be given more than \$1,500 per fiscal year).
- Deadlines:
  - 1st deadline: February 15th prior to start of fiscal year (For 2019/2020 fiscal year, this deadline will be March 15, 2019),
  - 2nd deadline: August 15th of fiscal year.
- Amount available at first deadline: \$11,000 (approximately 70% of total). Amount available at second deadline: \$5,000 (approximately 30% of total).
- Requests are submitted via online form, a link to which will be available on the Department's web page.
- Any unallocated funds from the first deadline will be available at the second deadline. Any unused funds from the second deadline will be available on a first-come-first served basis for the remainder of the fiscal year until funds are exhausted.
- All requests received before or on the 1st deadline date will receive notification within 2 working days of the 1st deadline indicating how much they have been allocated. If total requests are less than available funds, all requests will be granted. If total requests exceed available funds, the travel funds committee (see below) and the department chair will determine the best course of action. However all requests will receive equal weight, always.
- All requests received after the 1st deadline but before or on the 2nd deadline date will receive notification within 2 working days of the 2nd deadline indicating how much they have been allocated.
- Max number of trips: Faculty may request funding for a maximum of 3 trips prior to the 2nd deadline (split across the 1st and 2nd deadlines). If funds remain after the 2nd deadline, faculty can request support for additional trips. Each faculty member is still bound by the \$1,500 limit regardless of the number of trips. Exceptions will require approval from the Chair or the Dean.
- A travel funds committee will be created to help the department chair with the administration of the policy. Note: This committee will NOT be examining the merits of each application, but will be used to handle any administrative issues that arise. For example, determining the annual amount available, or determining the best course of action if requests exceed available amount at 1st deadline. These solutions could

include taking a small amount from the 2nd deadline, or asking a faculty member to hold their request till the 2nd deadline if their trip is later in the year.

- The funds may be used for any travel related expense allowable by UNO policy.
- Note that by current UNO policy, conference attendance is not a valid reason for requesting travel funds, however conference participation is. When a faculty member files their expense claim for conference expenses, they should submit to the travel funds committee evidence of conference participation. The committee will then inform the department chair that he/she can approve the faculty member's expense claim.

### **3.3 A.3 Assessment Committee Procedures (Undergraduate)**

#### *3.3.1 A.3.1 Student Learning Outcomes (SLO's)*

The department approved the following three SLOs (student learning objectives):

**SLO #1:** Understand the nature of a mathematical argument and be able to make and write correct, clear and concise arguments.

**SLO #2:** Be able to communicate mathematics effectively in oral form.

**SLO #3:** Demonstrate substantive knowledge and comprehension of the major ideas in the core areas of their fields of study.

#### *3.3.2 A.3.2 Assessment of SLO's*

The seven areas of concentration within the department have different objectives and goals. In order to more effectively assess our math majors in these seven diverse areas of concentration, the Assessment Committee uses the following methods of assessment:

- The structure of the Assessment Committee should be changed, at least temporarily. The Assessment Committee will consist of three members: two coordinators and the chair of the UNO Department of Mathematical and Data Sciences. The first coordinator would be in charge of the following areas of concentration: Comp.Math, Math.Ed., Res. Exp., and all majors who did not declare an area of concentration. The second coordinator would be in charge of Data Science, Pre- Actuarial, Oper.Res.,and Statistics. The two coordinators would serve up to a seven year term or at least up to the time of the next seven year accreditation review. The committee would be responsible for writing reports and doing other work necessary for the review. Various sections of the Policies and Procedures handbook would need to be revised to reflect the proposed change in the structure of the committee.
- Each coordinator would be in charge of overseeing the instructors and students involved in their areas of concentrations. This would involve deciding on what course in each area would be the course that will be the best course in which students are evaluated as far as written and oral proficiency in mathematics. Each coordinator would also be responsible for developing rubrics to measure these SLOs in their respective areas of concentration. It is expected that an independent grader/evaluator would grade students on one or more of the following: student solutions to homework, exam questions or student work on projects, but what student works are collected and graded are to be

determined by the coordinators. The coordinators would be responsible for finding graders.

- All tenured or tenure track faculty would be eligible to become one of the two coordinators on the Assessment Committee. The Advisory Committee would elect these two coordinators. The chair of the UNO Department of Mathematical will announce and spread the word about the election.
- The coordinators can apply for a department-funded, one-semester sabbatical at the end of the 7-year review or if they haven't been engaged all seven years as the coordinator, then a partial sabbatical (say 1-2 courses). The full semester release would work out to be 3/7 of a course release per year which is about 1/2 of a course release per year. If the chair deems the faculty member hasn't done a good enough job to merit said sabbatical through their service or the proposal itself, the chair may refer the matter to the Advisory Committee for departmental review before making a final decision.
- Statistical data obtained from the evaluation process will be analyzed every two or three years and changes needed in the program will be determined by the committee. All data collected will be accessible by all math faculty, perhaps in Google. The coordinators are responsible for keeping data, analyzing the data, and recommending changes to the program and/or changes to the assessment evaluation procedures.
- Notes:
  - The same student works might be used to measure both SLOs 1 and 3 above.
  - Initially, the focus would be on student written works. For the time being at least, the Assessment Committee felt that it may be enough to keep track of how many oral presentations of any kind are given each year. These presentations could be at student or departmental colloquiums, national or sectional meetings, presentations given to local companies. Eventually, the Assessment Committee felt that students who have an area of concentration should have to give an oral presentation of some kind. The coordinators would also be involved in this.
  - Once the third writing requirement has been determined, this could be part of the assessment process. It is probable that Math 3230-Intro To Analysis, would be the course in which student works are collected for some or all of the areas. It is also possible that there may be an oral presentation requirement. In that case, a seminar to train a student to give an oral presentation would be desirable.
  - Any faculty member interested in attending future meetings of the Assessment Committee are welcome to attend.
  - All procedures, if they are found to be defective or in need of improvement, can be changed. The assessment process is definitely a work in progress.

## **3.4 A.4 Graduate Exit Requirement and Assessment Procedures**

### *3.4.1 A.4.1 Graduate Student Learning Outcomes (SLO's)*

The department approved the following four SLOs (student learning objectives):

**SLO #1:** Mastery of discipline content.

**SLO #2:** Proficiency in analyzing, evaluating, and synthesizing information.

**SLO #3:** Effective oral and written communication.

**SLO #4:** Demonstrate knowledge of discipline's ethics and standards.

### 3.4.2 A.4.2 Assessment of SLO's

The student learning objectives described in Appendix A.4.1 are assessed using the graduate degree exit requirements detailed in section 2.3.1. The procedure implementing each exit requirement and conducting program assessment from it are detailed below.

#### A.4.2.1 MS Comprehensive Exam

1. Student completes and submits the online comprehensive exam request form: <https://www.unomaha.edu/college-of-arts-and-sciences/mathematics/academics/forms.php> no later than the end of the first week of the semester in which they plan to take the comprehensive exam. The earliest semester in which the student can take the comprehensive exam is the semester in which they are scheduled to complete all their degree coursework.
2. The comprehensive exam consists of two parts. The first part is a take-home examination lasting one week. The second part is a three hour in-class examination. The take-home portion of the examination should be submitted to the supervising faculty member at the beginning of the in-class examination.
3. Student should indicate on the form the preferred dates for taking the exam. Proposed exam dates must no earlier than four weeks from the date of submitting the form. If the student is planning on graduating at the end of the semester in which they are taking the exam, they must complete the exam no later than one week before the graduate studies deadline (contact chair of graduate program committee for current semester deadline date).
4. Student must choose three courses on which to be tested, with at least one course having a course number ending in 0.
5. Student can choose a course in which they are currently enrolled, however they are strongly discouraged from doing so. If they still desire to be tested on a course in which they are currently enrolled the entire syllabus for the course is testable regardless of the date of the comprehensive exam. In this case, the selected faculty should make sure that their questions cover the entire syllabus.
6. The graduate program chair will assign a member of the graduate committee to oversee the comprehensive exam. This one includes communicating with the student to finalize testing dates and times, soliciting exam questions from the selected faculty, proctoring the exam, delivering the exam to the faculty for grading, communicating the results to the graduate program committee. The supervising faculty member should not be one of the faculty members contributing questions for the exam.
7. Selected faculty will be asked to provide questions on the selected course for both the in-class and the take-home portion of the exam. Questions for the in-class portion should be such that an average student would be expected to complete them in one hour. The

questions for the take-home portion should be such that an average student would be expected to complete them in 10 hours (per class).

8. Selected faculty should indicate to the supervising faculty member the weighting they are placing on the importance of each of the two parts between 30/70 and 70/30. Selected faculty should also inform the supervising faculty member regarding rules for the in-class portion of the exam in terms of open vs. closed book, calculator usage, etc. The weightings must be delivered to the supervising faculty member before the student takes the exam.
9. Selected faculty will grade each portion separately out of 10 and report these scores to the supervising faculty member. The supervising faculty member will fill out an exam score form and calculate a course exam score using the weights provided. The supervising faculty member will send the completed score form to the graduate program chair.
10. In order to pass the exam a course score of at least 5 is required for each of the three courses with a score of at least 7 for at least two of the three courses, including a course ending in 0.
11. Selected faculty will also assess the students' performance using the rubric. This should be done separately for each course. Selected faculty should submit the scored rubrics to the graduate program chair. (Rubric scores are for program assessment only).
12. The graduate program chair will inform the student of the outcome of the exam (Pass/Fail).
13. If the student passes, the graduate program chair will inform the graduate college of the results.
14. If the student fails, they may retake the exam no sooner than four weeks after the first attempt by resubmitting the online comprehensive exam request form.
15. If the student fails the second time, they may appeal to the graduate program committee to take the exam a third and final time. This third attempt cannot be in the same semester as the previous attempts.

Rubric

<b>SLO</b>	<b>Assessment</b>	<b>Score: 3</b>	<b>Score: 2</b>	<b>Score: 1</b>
1	Accuracy of solutions	Student constructed accurate solutions to the problems.	Student constructed reasonably accurate solutions to the problems.	Student constructed solutions with limited accuracy.
2	Methodology & Implementation	Student chose the most appropriate approaches to solve the problems.	Student chose the reasonable approaches to solve the problems.	Student struggled to find reasonable approaches to solve the problems.
3	Clarity of solutions	Student constructed clear solutions to the problems.	Student constructed reasonably clear solutions to the problems.	Student constructed solutions with limited clarity.
4	Discipline standards	Student learned to be an independent thinker, and learned skills that they can use for future research and professional development, by following the discipline's ethics	Student learned to be an independent thinker, and learned skills that they can use for future research and professional development, by following the discipline's ethics and standards, but with limited confidence.	Student showed difficulty in being an independent thinker, with limited skills that they can use for future research and professional development, by following the discipline's ethics and standards.

		and standards.		
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#### A.4.2.2 MS Project

1. Projects are usually run for 2 semesters, however with supervisor approval a project can be completed in a single semester. In either instance, the project proposal form must be completed and submitted to the graduate project chair no later than the end of the 1<sup>st</sup> week of the semester in which the project is to be completed. The graduate program chair will then inform the student and the advisor of the deadline date for that semester.
2. The date of the project presentation must be finalized at least 4 weeks before the presentation and the graduate program chair informed of that date, which must be at least one week prior to the deadline for that semester. It must also be indicated at this time whether the project is subject to a non-disclosure agreement. The graduate program chair will check the schedule for conflicts and inform the project supervisor as to whether the chosen date and time is acceptable.
3. The project supervisor is responsible for reserving a room for the project presentation on the scheduled date.
4. The project presentation is to take place on campus and open to the public and must be advertised at least a week in advance (unless subject to a non-disclosure agreement)
5. Project Presentation:
  - a. The student must prepare an approximately 45 minute presentation with appropriate visuals. However, the length of the actual presentation may be longer due to questions asked during the presentation. Both members of the committee and the public can ask questions either during or after the presentation.
  - b. Questions should be answered first by the student to the best of their ability. The advisor or anyone else should intervene only if necessary.
6. Project Completion Form should be submitted along with a copy of the project report prior to the deadline.
7. Project supervisor should score the project using the rubric and submit to graduate program chair prior to the deadline. (Internal assessment use only, not for student)
8. Steps 6. And 7. Must both be completed for the graduate program chair inform the registrar's office that the project has been completed.

#### Procedure timeline

Time	Action
No later than the end of the 1 <sup>st</sup> week of the semester in which the project is to be complete	Submit Project Proposal Form to Graduate Program Chair (GPC). (See 1. above)
At least 4 weeks before project presentation	Date of project presentation finalized with GPC. Date should be at least one week prior to deadline for current semester. (See 2. above)
At least 1 week before project presentation	Project presentation advertised via posters around department. Also, contact webmaster for posting on department website. (see 4. Above)
Project presentation	(see 5. above)
After project approved, prior to semester deadline.	Copy of Project Completion Form and final Project report to GPC. (see 6. above)

After project approved, prior to semester deadline.	Project supervisor submits assessment scores using rubric to GPC - Internal assessment use only, not for student (see 7. above)
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### Project Report Rubric

<b>SLO</b>	<b>Assessment</b>	<b>Score: 3</b>	<b>Score: 2</b>	<b>Score: 1</b>
<b>1</b>	Understanding the problem definition	Student demonstrated the ability to construct a clear and insightful research statement along with its adequate background and context.	Student was able to adequately construct the research statement with a fair background and context.	Student demonstrated ability in identifying and constructing the problem statement, with limited clarity, background and context.
<b>2</b>	Research approach, methodology & Implementation	Student implemented all elements of the proposed research approach and methodology and was able to adjust the methodology and its implementation in light of new findings/experience skillfully and independently.	Student implemented all elements of the proposed research approach and methodology and was able to adjust the methodology and its implementation in light of new findings/experience that showed comprehension of the research topic, with some guidance from the supervisory committee members.	Student implemented some of the proposed methodology or its adjusted form, with assistance from the supervisory committee members.
<b>3</b>	Written report	Student used clear and skillful language (e.g., proper paragraphs, transitions among sections/paragraphs), and used elegant variety of supporting materials (e.g., illustrations, examples, analogies) to convey the writer's thoughts on the research topic and its implications that is compelling to the technical and non-technical readers.	Student used adequate language and some supporting materials to convey the writer's thoughts that make the comprehension of the research topic and its implications easier for technical and non-technical readers.	Student used language and language and/or sufficient supportive materials to convey the writer's thoughts, but with limited clarity, which required multiple revisions and recommendations by the supervisory committee.

4	Project comprehension <b>(project advisor only)</b>	Student showed independence swiftly throughout the project (topic investigation, proposal development, research approach/implementation, and final report). Through this process, the student learned to be an independent thinker, and learned the skills to investigate technical literature with confidence for future research and professional development, by following the discipline's ethics and standards.	Student showed independence gradually and steadily but needed some guidance throughout the project. The student learned the skills to be a critical thinker and investigate technical literature for future research problems and professional development by following the discipline's ethics and standards, but with limited confidence.	Student showed difficulty to work independently throughout the project. The student needed guidance and had some difficulty to finish the project, and/or to be a critical investigator that are necessary for future professional development by following the discipline's ethics and standards
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**Project Presentation Rubric**

SLO	Assessment	Score: 3	Score: 2	Score: 1
1	Competence	Student provided ample analyses and views (e.g., comparison with past/existing research, graphs, tables, performance equations, field testing) that displayed the student's competence in the research topic and confidence in future research analyses.	Student provided adequate evidence of analyses clearly that showed the student's ability to evaluate a research topic.	Student was unable to present the analyses sufficiently in order to comprehend the implications of the research results.
2	Supportive material	Student devoted and exploited a variety of compelling supporting materials (e.g., formulas, examples, illustrations, statistics, analogies, quotations, graphs) to the presentation that significantly improved the research context presentation and that established the presenter's authority on the topic.	Student devoted some supporting materials that enhanced the research context presentation and that established the presenter's understanding of the research topic.	Student included limited supportive material and references to information or analyses to illustrate the presenter's understanding of the research topic.

3	Language	Student used skilled language choices (e.g., complete sentences, proper phrases) to convey the thoughts on the research topic and its implication that enhanced the effectiveness of the presentation and established the presenter's authority on the topic and intrigued technical and non-expert audiences.	Student used adequate language choices which enhanced the effectiveness of the presentation to convey the thoughts on the research topic and its implications that made comprehension of the research topic and its implications uncomplicated for the technical and non-expert audiences	Student used language choices that were mundane and commonplace, that only partially supported the effectiveness of the presentation, but not with adequate confidence/skill, which made understanding of the research topic and its implications somewhat difficult.
3	Delivery	Student exercised skillful delivery techniques (posture, gesture, eye contact, vocal expressiveness) that compelled the audience to listen and displayed the speakers' confidence and polished presentation.	Student exercised delivery techniques that showed the speaker's comfort and made the presentation interesting.	Student was not able to use adequate delivery techniques that made the presentation dull and that detracted the audience from listening.
4	Central message	Student presented the research topic, its implementation, and its implications professionally and clearly that included the necessary elements (such as introduction, background, contributions, body, and conclusions), and transitioned among the elements skillfully.	Student presented the main elements of the research topic and its implementation but with limited organization and clarity.  Student provided a clear explanation of the research topic and its implications.	Student presented most of the main elements of the research topic and its implementation in disorganized manner, making it somewhat difficult to observe the implications of the research topic.

#### A.4.2.3 MA Thesis

1. Proposed Supervisory Committee Form approved at least one semester before graduation. <https://www.unomaha.edu/graduate-studies/files/supervisory-committee-form.pdf>
2. Thesis proposal defense. The Thesis/Thesis-Equivalent Proposal Approval Form to be approved prior to writing the thesis. This has to be at least one semester prior to

graduation. In order for the thesis proposal to be approved, a written and oral proposal must be made to the supervisory committee. This should include an outline/timeline for completing the thesis. A copy of the approved proposal should be sent to the chair of the graduate program committee:

<https://www.unomaha.edu/graduate-studies/files/thesis-proposal-approval-form.pdf>

Note: 1. and 2. could be done together. Also, these actions must take place at least one semester prior to the final thesis defense.

3. The thesis supervisor to make sure the student keeps the rest of the thesis committee updated on a regular basis (at least two electronic or in-person updates per semester), particularly if deviating from proposed timeline. If thesis topic deviates significantly from approved proposal, a new proposal needs to be submitted (return to step 2).
4. At the beginning of the semester in which the student plans to defend the thesis and graduate the math graduate program chair must be notified. The graduate program chair will then inform the student and the advisor of the deadline date for that semester.
5. The date of the thesis defense must be finalized at least 4 weeks before the defense and the graduate program chair informed of that date, which must be at least one week prior to the deadline for that semester. The thesis supervisor should include a statement to the graduate program chair indicating that the thesis will be completed on time and distributed to the thesis committee at least two weeks ahead of the defense date (see step 8 below). The graduate program chair will check the schedule for conflicts and inform the project supervisor as to whether the chosen date and time is acceptable.
6. The thesis supervisor is responsible for reserving a room for the thesis defense on the scheduled date. The reservation must be a two-hour time block (there is no requirement that the whole two hours are used).
7. The thesis defense is open to the public and must be advertised at least a week in advance.
8. The thesis must be sent to the Supervisory Committee and the graduate program committee chair at least two weeks prior to the defense date. We strongly encourage the student to send it at least four weeks prior to the defense (if feasible).
9. Thesis defense.
  - a. The student must prepare an approximately 45 minute presentation with appropriate visuals. However, the length of the actual presentation may be longer due to questions asked during the presentation. Both members of the committee and the public can ask questions either during or after the presentation.
  - b. Questions should be answered first by the student to the best of their ability. The advisor or anyone else should intervene only if necessary.
  - c. After all the questions have been answered the candidate and the public must leave and the thesis committee starts deliberating.
  - d. Scoring of the MA thesis via the Graduate SLOs to be performed at the end of the defense, or after the student has made all required modifications prior to the thesis submission to the graduate office. Scored rubrics to be submitted to chair of graduate program committee.
10. Report on Completion of Degree Form to be signed and sent to Graduate Studies prior to the deadline:  
<https://www.unomaha.edu/graduate-studies/files/report-completion-degree-form.pdf>
11. Submission of Thesis in accordance with Graduate Studies procedures prior to the deadline:  
<https://www.unomaha.edu/graduate-studies/current-students/thesis-submit.php> (Note: A LaTeX template exists for formatting the thesis. Please contact the chair of the graduate program committee for the template files).

Procedure timeline

Time	Action
At least one semester prior to defense	Select thesis advisor and thesis topic
At least one semester prior to defense	Select supervisory committee. Complete and Submit Proposed Supervisory Committee Form (See 1. above)
At least one semester prior to defense	Present thesis proposal to supervisory committee. Once committee approves proposal, submit Thesis Proposal Approval Form (see 2. above)
Beginning of semester of thesis defense	Inform graduate program chair (GPC) of planned defense. GPC will indicate deadline for current semester. (see 4. above)
At least 4 weeks before thesis defense	Date of thesis defense finalized with GPC. Date should be at least one week prior to the semester deadline. Reserve room for thesis defense (see 5. & 6. above)
At least 2 weeks before thesis defense	Thesis sent to supervisory committee and GPC (see 8. above)
At least 1 week before thesis defense	Thesis advertised via posters around department. Also, contact webmaster for posting on department website. (see 7. Above)
Thesis Defense	(see 9. Above)
After thesis approved, prior to semester deadline.	Scored rubrics to GPC (see 9.d. above). Submit Completion of Degree form (see 10. above). Submit thesis (see 11. Above)

Thesis Report Rubric

SLO	Assessment	Score: 3	Score: 2	Score: 1
1	Understanding the problem definition	Student demonstrated the ability to construct a clear and insightful research statement along with its adequate background and context.	Student was able to adequately construct the research statement with a fair background and context.	Student demonstrated ability in identifying and constructing the problem statement, with limited clarity, background and context.
2	Research approach, methodology & Implementation	Student implemented all elements of the proposed research approach and methodology and was able to adjust the methodology and its implementation in light of new findings/experience skillfully and independently.	Student implemented all elements of the proposed research approach and methodology and was able to adjust the methodology and its implementation in light of new findings/experience that showed comprehension of the research topic, with some guidance from the supervisory	Student implemented some of the proposed methodology or its adjusted form, with assistance from the supervisory committee members.

			committee members.	
3	Written report	Student used clear and skillful language (e.g., proper paragraphs, transitions among sections/paragraphs), and used elegant variety of supporting materials (e.g., illustrations, examples, analogies) to convey the writer's thoughts on the research topic and its implications that is compelling to the technical and non-technical readers.	Student used adequate language and some supporting materials to convey the writer's thoughts that make the comprehension of the research topic and its implications easier for technical and non-technical readers.	Student used language and language and/or sufficient supportive materials to convey the writer's thoughts, but with limited clarity, which required multiple revisions and recommendations by the supervisory committee.
4	Project comprehension (project advisor only)	Student showed independence swiftly throughout the project (topic investigation, proposal development, research approach/implementation, and final report). Through this process, the student learned to be an independent thinker, and learned the skills to investigate technical literature with confidence for future research and professional development, by following the discipline's ethics and standards.	Student showed independence gradually and steadily but needed some guidance throughout the project. The student learned the skills to be a critical thinker and investigate technical literature for future research problems and professional development by following the discipline's ethics and standards, but with limited confidence.	Student showed difficulty to work independently throughout the project. The student needed guidance and had some difficulty to finish the project, and/or to be a critical investigator that are necessary for future professional development by following the discipline's ethics and standards

### Thesis Defense Rubric

SLO	Assessment	Score: 3	Score: 2	Score: 1
1	Competence	Student provided ample analyses and views (e.g., comparison with past/existing research, graphs, tables, performance equations, field testing) that displayed the student's competence in the research topic and confidence in future research analyses.	Student provided adequate evidence of analyses clearly that showed the student's ability to evaluate a research topic.	Student was unable to present the analyses sufficiently in order to comprehend the implications of the research results.

2	Supportive material	Student devoted and exploited a variety of compelling supporting materials (e.g., formulas, examples, illustrations, statistics, analogies, quotations, graphs) to the presentation that significantly improved the research context presentation and that established the presenter's authority on the topic.	Student devoted some supporting materials that enhanced the research context presentation and that established the presenter's understanding of the research topic.	Student included limited supportive material and references to information or analyses to illustrate the presenter's understanding of the research topic.
3	Language	Student used skilled language choices (e.g., complete sentences, proper phrases) to convey the thoughts on the research topic and its implication that enhanced the effectiveness of the presentation and established the presenter's authority on the topic and intrigued technical and non-expert audiences.	Student used adequate language choices which enhanced the effectiveness of the presentation to convey the thoughts on the research topic and its implications that made comprehension of the research topic and its implications uncomplicated for the technical and non-expert audiences	Student used language choices that were mundane and commonplace, that only partially supported the effectiveness of the presentation, but not with adequate confidence/skill, which made understanding of the research topic and its implications somewhat difficult.
3	Delivery	Student exercised skillful delivery techniques (posture, gesture, eye contact, vocal expressiveness) that compelled the audience to listen and displayed the speakers' confidence and polished presentation.	Student exercised delivery techniques that showed the speaker's comfort and made the presentation interesting.	Student was not able to use adequate delivery techniques that made the presentation dull and that detracted the audience from listening.
4	Central message	Student presented the research topic, its implementation, and its implications professionally and clearly that included the necessary elements (such as introduction, background, contributions, body, and conclusions), and transitioned among the elements skillfully.	Student presented the main elements of the research topic and its implementation but with limited organization and clarity.  Student provided a clear explanation of the research topic and its implications.	Student presented most of the main elements of the research topic and its implementation in disorganized manner, making it somewhat difficult to observe the implications of the research topic.

#### **A.4.2.4 MAT Comprehensive Exam**

MAT exams are held on the 15th of April, July, or November or the nearest weekday to that date. MAT students take 2 three-course sequence of connected courses, meaning courses whose content is related in some way. These three-course sequences are approved by the advisor. The assigned adviser identifies one course from each sequence. The instructor of the course writes a 1.5 hour in-person exam for their course. The MAT comprehensive exam consists of those two 1.5 hour exams. The instructors of the course determine if the overall responses to their exam constitute a pass or fail. If a student fails one or more portions of the exam, they may retake the related portions of their exam at the next exam date.

### **3.5 A.5 Emeritus Policy**

The following is the College of Arts and Sciences Emeritus policy, with the section containing the department policy highlighted:

#### ***College of Arts and Sciences Emeritus Policy***

##### ***Preface***

*The Faculty Senate at UNO requested through its resolution 4134 (March 2014) that deans charge their units with developing and publishing policies and criteria to be used in recommending individuals for emeritus status.*

*Currently, the Nebraska Board of Regent Policy 4.2.6 on emeritus status states the following:*

*Emeritus status is the rank customarily awarded by the President or Chancellor of each campus to a faculty member at the time of his or her retirement. Emeritus status is given in recognition of substantial service rendered to the University in the field of teaching, research, or service and to facilitate retired faculty to continue their research and to provide advice and the benefits of their expertise to colleagues and students. . . . While length of service is not necessarily material, employment for at least ten years is to be presumed, although exceptions to this term may be made by the President or Chancellor awarding the emeritus rank.*

*According to this policy, in order to be recommended for emeritus status, the person must 1) hold faculty rank, 2) be retired, 3) have a record of substantial service to the university in teaching, research, or service, and 4) have ten years of employment (with the noted exception above). Pre-requisite age for retirement, though not specifically stated in RP 4.2.6, is 55 years of age with ten years of service presumed.*

*At UNO, the Chancellor's approval of emeritus status has been delegated to the Senior Vice-Chancellor (SVC), who grants and alerts candidates of their official emeritus status. Emeritus status may be requested at any time and is effective upon the SCV's approval. However, the SCV's designee sends a list of all UNO's emeritus faculty to Central Administration in July of each year for reporting at the September Board of Regents meeting. Therefore, the dean of the respective college must receive and forward to the SVC recommendations of emeritus status by the end of a regular academic year (early May) for inclusion in the next September Board of Regents meeting.*

### **Department's Responsibilities**

*Departments will be charged with developing and publishing emeritus policies and criteria for their units, including procedures for approval of recommendations.*

*Criteria for application might cover (examples only)—*

- *Meets minimum retirement eligibility (55 years old, ten years of service)*
- *Holds full time faculty rank*
- *Is a member in "good standing" or has provided meritorious or distinguished contribution to the university*

*The Dean of the College of Arts and Sciences asks that departments and units develop a specific list of enumerated reasons for emeritus status that focuses on the candidate's unique meritorious or distinguished contributions to teaching, research, and/or service over his or her career.*

### **Department of Mathematical and Data Sciences - Policies and Procedures Information**

#### **1. Basic NU/UNO/CAS criteria for application**

- a. *Meets minimum retirement eligibility: 55 years old, 10 years of service.*
- b. *Holds full time faculty rank.*
- c. *Has provided meritorious or distinguished contribution to the university (see 2. for procedure)*

#### **2. Application for emeritus status (if basic NU/UNO/CAS criteria a and b are met)**

- a. *Application is initiated when the applicant submits a brief written rationale to the chair that addresses the applicant's most significant contributions at UNO in teaching, research, or service, as well as the applicant's intent to continue their research, or share their expertise and interact with colleagues and students.*
- b. *The document will be placed online in the internal repository for access by all faculty members for a period of two weeks before the voting is organized.*

#### **3. Who in the department votes**

- a. *Full time faculty.*
- b. *Vote organized by the Advisory Committee.*
- c. *A department meeting is organized only at the request of any full time faculty wishing to discuss the candidate's document.*

#### **4. How the vote takes place**

- a. *Online (Opa-vote).*

**5. Voting follow-up recommendation to the chair**

- a. **If the vote is YES:** *Advisory Committee solicits from all full time faculty and then develops a specific list of enumerated reasons for emeritus status that focuses on the candidate's unique meritorious or distinguished contributions to teaching, research, and/or service over his or her career, and the candidates intentions regarding research and/or continued collaboration and interaction with colleagues and students. The Advisory Committee may choose to use the candidate's document for this purpose.*
- b. **If the vote is NO:** *Advisory Committee to meet and develop a specific list of reasons for denying the emeritus status.*

**6. Mechanisms in place when applicant and/or Chair disagrees with unit vote (including time limits for appeals, extra documentation necessary, etc.)**

- a. *The matter is referred to the College of Arts and Sciences' Advisory Committee and Dean.*

**7. Special exceptions**

- a. *Retirement before 55 because of disability or illness provided that the other criteria are met.*
- b. *Resignation of full time faculty appointment that is not terminated for cause, provided that the other criteria are met.*
- c. *Less than 10 years of service if the other criteria are met. This is contingent upon UNO's policy: "while length of service is not necessarily material, employment for at least ten years is to be presumed, although exceptions to this term may be made by the President or Chancellor awarding the emeritus rank".*

*The appropriate body within the unit will vote on the recommendation and will communicate those voting outcomes with its enumerated reasons for the vote to the unit Chair.*

*The Chair will provide the Dean with a written recommendation for a faculty member's emeritus request, which will include 1) the outcomes of the unit's vote taken for recommendation, 2) a list of enumerated reasons for the candidate's recommendation, and 3) a copy of the unit's criteria and policies used to make the recommendation. The appropriate body within the unit will vote on the recommendation and will communicate those voting outcomes with its enumerated reasons for the vote to the unit Chair.*

*The Chair will provide the Dean with a written recommendation for a faculty member's emeritus request, which will include 1) the outcomes of the unit's vote taken for recommendation, 2) a list of enumerated reasons for the candidate's recommendation, and 3) a copy of the unit's criteria and policies used to make the recommendation.*

### **Dean's Responsibilities**

The Dean will forward emeritus recommendations to Academic and Student Affairs as soon as they are received but must have recommendations by the end of the academic year (no later than early May) for inclusion in September Board of Regents Personnel Report.

In the event the Dean does not concur with the recommendation sent by the unit Chair, the Dean will provide specific enumerated reasons for the Dean's recommendation to Academic and Student Affairs.

The Dean will communicate his/her action to the Department.

Suggested timeline for policy creation: in place by the 2015-2016 academic year or as soon as needed.

## **3.6 A.6 Journal Rankings**

The following journal rankings scheme was implemented by the department in 2013:

- Rank 1: Top-ranked journals are peer-reviewed, have an international editorial board, international circulation and are often sponsored by national or international scientific organizations.
  - In pure mathematics, this stature correlates with an impact factor (measured by MathSciNet's MCQ) of at least 0.40.
  - In applied mathematics, this stature correlates with an impact factor (measured by Thompson-Scientific's 5-year impact factor) of at least 0.60.
  - In statistics, this stature correlates with an impact factor (measured by Thompson-Scientific's 5-year impact factor) of at least 0.40. (go to the library website, in the search box type "journal citation reports" and the first entry you get should be Thompson.)
  - In mathematics education, this stature correlates with the journal's appearance in Cabell's directory of publication, or with a journal reported acceptance rate of under 30%.
  - In mathematical biology, this correlates with the journal's appearance in PubMed and either an impact factor of at least 3.0 (measured by Thompson-Scientific's 2-year impact factor) for more biological journals or an impact factor of at least 1.0 (measured by Thompson-Scientific's 5-year impact factor) for more mathematical journals

- Rank 2: Refereed journals with national or international stature, national editorial board, and lesser impact.
  - In pure mathematics, this stature correlates with an MCQ of at least 0.25.
  - In applied mathematics, this stature correlates with a 5-year impact factor of at least 0.30, but may include journals that aren't measured by Thompson-Scientific.
  - In statistics, this stature correlates with a 5-year impact factor of at least 0.25.
  - In mathematics education, this means a peer-reviewed international journal that is not ranked 1.
  - In mathematical biology, the journal appears in PubMed regardless of impact factor.
- Rank 3: Refereed conference proceedings, refereed scientific journals with regional or national stature national editorial board, and limited impact.
  - In pure mathematics, the journal has MCQ of at least 0.10.
  - In applied mathematics, the journal does not have an impact factor, as measured by Thompson-Scientific.
  - In statistics, this stature correlates with a 5-year impact factor of at least 0.10.
  - In mathematics education, this means a peer-reviewed national journal that is not ranked 1.
  - In mathematical biology, this is addressed on a case-by-case basis.
- Rank 4: Unrefereed conference proceedings, book reviews.
  - In pure mathematics, the journal has MCQ of less than 0.10.
  - In mathematics education, this means a peer-reviewed regional journal that is not ranked 1.
  - In statistics, the journal has a 5-year impact factor of less than 0.10.
- Rank 5: Unrefereed journal articles, letters to the editor, expository articles for a lay audience.

## **Change Log**

5/21: Motion to GOC from RPT on reappointment and promotion of instructors added as section 2.1.3