Professional Development Policy
Department of Mathematics and Statistics
Approved March 30, 2012

Professional development includes the dissemination of research or advanced study that enhances teaching effectiveness, maintains currency in academic fields, or adds new areas of expertise to the existing programs of the university. Examples of appropriate professional development include participation in conferences, formal coursework, collaboration, seminars, workshops, and specialized training programs.

Early in the fall semester of each year, the department chair issues a request for proposals to the faculty for professional development activities. The chair gathers the submitted proposals and forwards them to the Infrastructure Committee for review. The committee then recommends back to the chair a priority ranking for funding the proposals from the departmental budget.

When available, funds will be provided for appropriate professional development, with priority given to untenured, tenure-track faculty. Such funding is used to cover expenses related to travel and registration costs associated with attendance at professional conferences or similar activities, with priority given to those presenting research. Requests for software, equipment, or other expenditures related to professional development are also considered. Generally, the department chair will indicate near the beginning of each academic year the maximum allotment that each faculty member can expect for professional development and how it might be spent.

Faculty will also be made aware of and encouraged to attend other on-campus professional development activities.

Professional development will also be provided via mentoring as outlined in the department’s Mentoring Policy.