

# Promotion and Tenure Standards, Guidelines and Criteria

## Department of Mathematics and Statistics

Academic Year 2015-16

Mission and purpose of the document:

to help develop strong department faculty, to serve as a resource for new colleagues and for department mentoring and planning, and to focus goals and expectations.

There are many ways to attain a tenure research record:

A new faculty member has much freedom in charting a course of research and creative activity, and considerable flexibility in building a teaching record. He or she is advised to consult with colleagues in the department and university, mentors, colleagues and collaborators in the field, professional societies, funding agencies and program directors, and craft a program that is most exciting and, at the same time, is commensurate with university resources, needs, expectations and mission.

### Research

*Achievement and Promise.* New faculty are often hired, in part, because of a promising research program. At tenure review time the research record should show substantial achievement coupled with a future research program of considerable momentum. One should not expect tenure to be granted merely on the basis of a promising record.

*An Independent Research Program.* The candidate should demonstrate the capacity to formulate and sustain an independent research program. This is by no means intended to discourage collaborative work, jointly-authored publications, etc. Indeed, collaboration is encouraged and can be an indicator of a researcher's strength and stature in the field. At the same time, the candidate should be an active and substantial contributor to joint work, and the extent of the candidate's contributions should be clearly manifested in the tenure review documents.

*Publications.* A traditional way to demonstrate research achievement is through publications in peer reviewed journals deemed to be of high quality by scholars in major research universities nationally. In some areas of the mathematical sciences invited presentations in select professional meetings and conference proceedings command recognition comparable to that of publication in high quality journals. A candidate for tenure is expected to have a steady and sustainable publication record.

*External Funding.* The role of external funding varies within the mathematical sciences, but all tenure candidates are expected to submit proposals: the very process of writing proposals can strengthen one's scholarly program. In some specialty areas grant support is

essential for carrying out the research work, while in other fields and programs funding is rare and awards are small. Nonetheless, grants in such areas can be prestigious and can signal strong support for and recognition of a candidate's work among peers. It should be noted that, while there are many strong researchers in the mathematical sciences whose work is not funded, it is expected that a significant number of successful tenure cases will include funded grant proposals.

*Graduate Students.* Candidates for tenure should aim to take on graduate students and lead them through dissertation research and a doctoral degree. Some scholars begin mentoring soon after their own doctorate, while others, including some very successful and prolific Ph.D. producers, begin to generate Ph.D.s only many years after their own graduation. Thus the successful graduation of a doctoral student is not regarded as a requirement for tenure in the mathematical sciences, but tenure evaluators will expect to find clear indication of a candidate's ability to work with graduate students, e.g., through teaching advanced courses, seminar activity, service on doctoral committees, mentoring, joint publications, etc., with a reasonable expectation of future success in graduating doctoral students.

## **Teaching**

A candidate for tenure should establish a record of outstanding instruction at both the undergraduate and graduate levels. The quality of instruction may be manifested in many ways, including but not restricted to teaching evaluations, assessment by colleagues, student work outcomes, performance of students that follow and depend on the candidate's classes, teaching innovations and the development of new programs, instructional tools and modalities, student advising and mentoring. Undergraduate research is playing an increasingly important role and can contribute to both the teaching and research components of a candidate's record.

## **Service**

Research, creative activity and instruction should be the primary focus areas of a candidate for tenure. At the same time it is expected that a candidate for tenure will find ways to make service contributions as a citizen of the department, college and university, and beyond. As with teaching and research, service contributions may be manifested in a multitude of ways. The candidate is encouraged to work with mentors and supporters to explore means to take responsibility, offer outreach, professional expertise and judgement, time and energy, to leverage one's ability to add value in ways other than instructional or investigative and, at the same time, to reserve sufficient resources for these primary focus areas. Service expectations increase as a faculty member rises through the ranks.

## **Promotion from Associate to Full Professor**

The benefit of tenure can enable a faculty member to undertake longer-range and higher (intellectual) risk projects. With continued expectations of excellence in teaching and service contributions and increased leadership expectations in the latter category, a candidate for promotion to full professor should have a research record that indicates a significantly higher impact on one's field than at tenure time.