

# Department of Mathematics

## Criteria for Tenure and Promotion

This document describes unit-level criteria for tenure and promotion specific to mathematics and guidelines for advisement about promotion and tenure, third-year review, and preliminary consideration. It is a supplement to The University of Georgia Guidelines for Appointment, Promotion and Tenure 2004.

The purpose of these criteria and guidelines is to communicate the standards for tenure and promotion and to define the "clear expectations" for progress towards tenure and promotion. They are intended to assist the candidate and the Department in achieving its objectives to attain excellence in teaching, research, and service.

Guidelines for advisement, third-year review, and preliminary consideration are given in Sections I, II, and III. The departmental promotion and tenure criteria are provided in Sections IV and V: Evidence of research, teaching, and service is given in Section VI.

### I. Advisement

A new faculty member will be given a copy of this document and the UGA Guidelines at the time of appointment. The head will meet with the new faculty member and advise him/her about the criteria and guidelines for attaining promotion and tenure at the University of Georgia.

For each assistant professor, the head will appoint senior faculty mentors who will advise on matters including teaching, research, service, and promotion and tenure.

In the annual evaluation, the department head will provide written advice to faculty below the rank of professor on their progress towards promotion and tenure.

### II. Third-Year Review

By March 1 of the third year of her/his appointment each assistant professor will submit a dossier equivalent to Sections 4 and 5 of the promotion dossier (see Appendix C, UGA Guidelines). The department head will appoint a committee of three faculty to review the faculty member's dossier and performance. The committee will review publications and works in progress, visit classes, and read through teaching evaluations. The committee will report its findings to the department and the eligible faculty will vote by April 15 to recommend whether progress toward promotion and tenure is sufficient. The head will provide the faculty member under review with a written report regarding his/her progress toward promotion and tenure. The candidate may reply in writing to the report and any reply becomes part of the promotion and/or tenure dossier when it is developed.

In the event of a negative third-year review vote, the department head will take a separate vote on whether to renew the candidate's contract. If the vote is to terminate the contract, the department head may choose to extend the contract for at most one year.

### III. Preliminary Consideration

To receive initial consideration for promotion and tenure, the candidate must request that she/he be considered by March 1 of the year in which the process will begin. The department head will convene the eligible faculty to vote by April 15 and decide whether or not to proceed with the promotion and/or tenure process for the candidate.

### IV. Criteria for Tenure and Promotion to Associate Professor

A successful candidate for tenure and for promotion to associate professor is expected to demonstrate effectiveness in teaching and excellence in research. He/she must show clear and convincing evidence of emerging stature as a national or international authority. An associate professor with tenure should have a record of participation in the mathematical life of the department through involvement in seminars and other informal exchanges.

#### (A) Research Criteria.

Research in mathematics is judged primarily by the quality of publications in reputable refereed journals, including both papers published and those accepted for publication.

Expected publication rates vary between different areas of mathematics. In most areas, the rate of publication is typically one or more papers per year, but quality is always the primary consideration in judging research.

In joint research in mathematics, co-authors are usually listed in alphabetical order regardless of seniority or grant support. The standard in mathematics is that co-authors get equal credit for joint work.

In mathematics, external funding is very scarce and difficult to obtain. External grant support is not required for tenure nor for promotion to associate professor, but it is highly desirable.

Written evaluations of research by internationally recognized external reviewers play an important role in determining the quality of the candidate's research.

#### (B) Teaching Criteria.

A successful candidate for tenure and for promotion to associate professor is expected to have demonstrated effectiveness in teaching, which is judged primarily by the candidate's performance in teaching courses in the department of mathematics.

#### (C) Service Criteria.

A successful candidate for promotion to associate professor (and for tenure) is expected to attend departmental meetings and to have some limited service on student and departmental committees. A record of other departmental service and/or service to the professional community is desirable and will support the case for tenure and for promotion to associate professor.

## V. Criteria for Promotion to Full Professor

A successful candidate must show clear and convincing evidence of high levels of attainment in mathematical research. He/she should demonstrate international recognition in his/her field and the likelihood of maintaining that stature.

In addition to the criteria for promotion to associate professor, a full professor should have a strong record of accomplishments. There must be a significant publication record which goes beyond the record that was used for promotion to associate professor. External evaluations by internationally recognized experts play an important role in determining the quality and impact of the candidate's research.

Although funding is scarce in mathematics, a candidate for full professor should, under normal circumstances, have a record of some external grant support during his/her time at UGA. In addition, he/she is expected to have a sustained record of effective teaching.

A full professor should have a record of participation in departmental activities and should provide leadership in departmental affairs and the professional community. Leadership may include efforts to attract new faculty to the department, mentoring of junior faculty, and providing direction and vision within the department to increase its prestige and visibility. Leadership may also include organizing conferences and editing research journals.

## VI. Documentation

**(A) Evidence of research includes but is not necessarily restricted to the sources listed below.**

1. Research publications. Articles and other works published in refereed (printed or online) journals, books, parts of books, reviews, book reviews, monographs, survey articles, accepted manuscripts, research notes and bulletins.
2. Funded projects, grants, commissions and contracts. In cases when grants are available, the dollar amounts usually reflect the norms for research area more than the merit of the candidate.
3. Membership on editorial boards of research journals.
4. Presentation of research papers at technical and professional meetings. Invitations to present colloquia and seminars at other universities and research institutions.
5. Record of participation in and description of, seminars and workshops; indication of role in seminar or workshop.
6. Description of activities in which there was significant use of candidate's expertise (e.g., reviewer for refereed journal, peer reviewer for grant, speaker, service to government agencies, professional and industrial associations, educational institutions).
7. Description of new courses and/or programs developed, including service learning and outreach courses at home or abroad, where research and new knowledge is integrated.
8. List of honors or awards for scholarship.

9. List of grants and contracts for improvement of instruction, with and indication of the candidate's role in preparing and administering grants and contracts.
10. Application of research scholarship in the field, including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional and industrial associations, or educational institutions.
11. Other evidence of impact on society of research scholarship and creative accomplishment.
12. Evidence of graduate and post-graduate students' scholarly achievements (e.g., publications, awards, grants).
13. Election to offices, committee activities and important service to professional associations and learned societies, including editorial work and peer review as related to research and other creative activities.

**(B) Evidence of teaching effectiveness includes but is not necessarily restricted to the sources listed below.**

1. Effectiveness shown by student evaluations and accomplishments.
  - a. A list of courses and information from student questionnaires designed to reflect teaching effectiveness and creativity, rather than popularity. In such cases, information for all courses taught in the previous three years that have been evaluated should be included unless a candidate seeks early promotion, in which case information for two years is sufficient. Quantitative data for items that provide summary evaluations of the course and instructor should be provided by the department.
  - b. Representative student comments that attest to a teacher's abilities to arouse student interest and to stimulate their work should be reported for the previous three years. A candidate seeking early promotion may provide this information for the previous two years.
  - c. Letters of evaluation from former students attesting to the candidate's instructional performance both within the traditional classroom setting and beyond it.
  - d. Accomplishments of the teacher's current and former students, including information to show the students' success both in learning the subject matter of the discipline and in pursuing it to a point of intellectual significance.
  - e. Effective direction of graduate study including theses and dissertations.
  - f. Evidence of students coming from other institutions especially to study with the teacher.
  - g. Successful direction of individual student work such as independent studies, special student projects and student seminars.

- h. Evidence of effective advisement of students.
2. Development or significant revision of programs and courses.
  - a. Preparation of innovative teaching materials, instructional techniques, curricula or programs of study.
  - b. Collaborative work on interdisciplinary courses, programs and curricula within the University or across institutions.
3. Honors or special recognitions for teaching accomplishments.
4. Effectiveness shown by peer evaluation of expertise in instruction.
  - a. Peer evaluations by colleagues who are familiar with the candidate's teaching, have team-taught with the candidate, used instructional materials designed by the candidate, or have taught the candidate's students in subsequent courses.
  - b. Selection for teaching special courses and programs.
  - c. Participation in special teaching activities outside of the University, including international assignments, special lecturships, panel presentations, seminar participation, and international study and development projects.
  - d. Membership on special bodies concerned with teaching such as accreditation teams and special commissions.
5. Publication activities related to teaching.
  - a. Textbooks, published lecture notes, abstracts, articles or reviews that reflect a candidate's teaching contributions and scholarship.
  - b. Adoption of a candidate's textbook, especially repeated adoption, by institutions.
  - c. Presentation of papers on teaching before learned societies.
6. Grants related to instruction.
  - a. Receipt of competitive grants to fund innovative teaching activities or to fund stipends for students.
  - b. Membership on panels to judge proposals for teaching grants programs.
7. Election to offices, committee activities and other important services to professional associations and learned societies including editorial work and peer review as related to teaching.
8. Departmental and institutional governance and academic policy and procedure development as related to teaching.
9. Successful integration of teaching and research in ways that benefit students.

**(C) Evidence of service includes but not restricted to the sources listed below.**

1. Committee work at departmental, school/college, and/or University levels.
2. Development, implementation or management of academic programs, projects, editorial work, peer review and other important services.
3. Development and organization of professional conferences.
4. Reviewing grant applications.
5. Editing and reviewing of manuscripts for professional association and learned societies' publications.