CRITERIA FOR PROMOTION TO
FULL PROFESSOR
DEPARTMENT OF MATHEMATICS

(Approved at College level October 10, 2019, at Provost level December 18, 2019)

Given below are the levels of performance expected for recommendation for promotion to full professor. Inasmuch as each person's career path is somewhat different, the weighting of expectations may vary with each candidate and with the needs of the department.

At present the typical workload distribution for faculty is 40% (research), 40% (teaching), and 20% (service). For candidates who have met the basic criteria below and who have had alterations to their workload over the evaluation period (e.g., external funding that reduces teaching obligations), the tenure evaluation will focus proportionately on their revised workload distribution.

The department will ask for outside letters to assess the candidate's research progress.

CRITERIA FOR PROMOTION TO FULL PROFESSOR

1. Teaching effectively to meet departmental needs. This may include teaching at the graduate and/or undergraduate levels and mentoring students. The quality of teaching can be demonstrated through peer faculty or student teaching evaluations. Other indications of teaching excellence might include teaching awards, development of successful pedagogical methods, curriculum enhancement, or effective use of technology.

2. Further evidence of a continued, strong, independent research program, since the last promotion. For promotion to full professor, the candidate should have a national and international reputation as a significant scholar. This is demonstrated by an outstanding track record of publications in venues with highly regarded editorial boards and by the impact of the candidate's work on the field. Quantity of publications can be a consideration but quality must be the primary criterion. The candidate will be expected to apply for external research support. Outside reviewers will be asked to evaluate the quality of the candidate's research.

   Collaborative work in mathematics typically entails equivalent contributions from all authors. For this reason, multi-authored papers in mathematics always list papers in alphabetical order.

3. High visibility and stature in the international mathematical community. This is demonstrated, for instance, by invitations to present research results at national and international meetings or seminars and colloquia at other institutions.

4. Significant involvement in graduate education. Examples of involvement include teaching graduate classes, serving on doctoral committees, advising masters and doctoral

students, and serving on the qualifying exam committees. For the most part, mathematics is not a laboratory-based science; consequently, supervision of PhD students is not a requirement for promotion.

5. Extensive service to the profession. Examples include refereeing (peer reviewing), conference organizing, reviewing grant proposals, or holding leadership roles in professional organizations.

6. Contributions to departmental and/or campus-wide committees.