**GUIDELINES FOR TENURE AND PROMOTION**
**Mathematics Department**
**College of Sciences**

## Preface

This document provides guidelines for the determination of tenure and promotion recommendations of mathematics faculty members at the University of Central Florida. Although not inclusive, the document attempts to itemize the major activities to be included in teaching, research, and professional development/service. For each activity, we include a list of factors that should be considered when carrying out the evaluation. By creating such a list of activities and corresponding factors we hope to make the standards clear and reasonably explicit.

There were some overriding considerations as we developed this document. First, as we considered the criteria, we included categories that would recognize non-traditional contributions such as knowledge transfer, pedagogical research, and service to schools. We felt this would allow us to recognize that not all faculty are the same and, thus, that expectations will vary with the individual.

The guidelines set out here are intended to reward many kinds of contributions, but at the same time to express our conviction that all faculty must be conscientious in their teaching, and all must contribute to the discipline through their creative efforts. Those efforts include pure and applied mathematics research as well as creative applications of mathematics to other disciplines.

Our second overriding consideration was that tenure is the most important decision that a university can make in a faculty member's career. Given this, we have designed the tenure criteria to be stronger than that for promotion to associate professor. We will never recommend anyone for tenure who we do not feel is qualified to hold the rank of associate professor. In contrast, we might hire someone at the associate professor level and yet not award tenure at hiring.

The third and final consideration was that teaching and research are a faculty member's primary activities, and thus they are the primary bases for personnel decisions. This does not mean that we ignore service. In fact, we will not tenure, promote or reward a faculty member who will not work for the betterment of the department, college, university and discipline.

The following pages enumerate activities to be included under each of the categories of teaching, research and service. Each item is followed by the factors to be used in determining the quality of a faculty member's performance. Subsequent to this list we include criteria for each personnel decision (tenure, promotions and evaluations).

It should be noted that this document sets forth guidelines, not precise rules. Substantial research, quality teaching and appropriate service are the essential criteria for promotion and tenure. As with all guidelines, there is the potential for a range of interpretations. These depend on the circumstances of the individual, the department and the university. Some relevant questions include: What is expected of the faculty member when he or she joins the department? What kind of support are they receiving form the department and the university? What is their teaching load? What opportunities do they have to collaborate on projects with established funding?

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In applying these guidelines, all rules of the University and the College of Sciences which pertain to the tenure appraisal process or the process of granting tenure or promotion will be carefully observed.

The department will follow the tenure appraisal process as specified in the UFF contract. At the end of each year of employment before tenure, beginning in the second year, faculty members will be provided evaluations by the departmental Promotion and Tenure Committee, the Chair, and the Dean of whether or not they are making satisfactory progress toward tenure.

## Promotion and Tenure

These decisions are listed in increasing order of criteria. In particular, the decision for promotion to associate professor is listed before the tenure decision, reflecting the greater importance that we attach to the tenure decision.

**Appointment as an Assistant Professor:**

Appointment to assistant professor normally includes the attainment of a Ph.D. in mathematics or a related discipline. In addition the individual must demonstrate the potential for successful performance in teaching, research and an appropriate level of service. A candidate's teaching potential will be assessed by the quality of the colloquium talk given in the department and recommendations from others who have observed his or her skills as an instructor. Research potential will be gauged by publications, both refereed and non-refereed, grant activity, and professional recommendations.

**Promotion from Assistant Professor to Associate Professor:**

All criteria for the rank of assistant professor must be met. In addition, promotion or appointment to associate professor requires substantial achievements in research and teaching, and adequate service. In the case of research, refereed publications and external funding are the prime factors. The number of research papers published or accepted since joining our department in the rank of Assistant Professor is expected to be an average of about 1.5 per year. The impact of research papers can vary significantly. It is understood that a faculty with fewer publications may be considered a strong candidate for tenure and promotion. At the same time, a record of a faculty with a larger number of publications may be considered inadequate.

**Tenure:**

All criteria for the rank of associate professor must be met. To warrant tenure, these achievements must be steadily demonstrated over an appropriate period of time. In addition, the faculty member must have demonstrated an appropriate level of service to the department and discipline.

**Promotion from Associate Professor to Professor:**

All criteria for the rank of associate professor and tenure must be met. To warrant the rank of professor, significant achievements must be steadily demonstrated over a period of time, with performance in research having attained sufficient stature to be recognized nationally as a significant contribution to the discipline. In addition, the faculty member must have demonstrated excellence in teaching and leadership in service to the department and discipline, including graduate students research supervision.

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## Teaching

**Primary factors include:**

**a) Classroom instruction**

Peer evaluations
Depth of knowledge in specialty areas as determined by faculty member's ability to teach advanced courses
Breadth of knowledge as determined by diversity of areas covered
Student evaluations

**b) Ph.D. dissertation direction**

Quality of dissertation as measured by peer reviews
Quality of dissertation as measured by publications related to the dissertation
Quality of dissertation proposals as viewed by the dissertation committee

**c) Grant development to support instruction**

Appropriateness of proposals to department's instructional goals
Funding agency reviews
Success/failure to receive support
Other peer reviews of proposal's pedagogic merit

**d) Development of pedagogic material**

Quality of textbooks, lab books, and other materials, including software and laboratory facilities, developed to teach basic concepts in mathematics as viewed by adoptions, student evaluations and peer reviews.

**e) Pedagogical research**

Quality of research as viewed by members of the department
Quality of research as measured by refereed publications
Quality of contributions as judged by peer review

**f) Master's thesis and research project direction**

Quality of proposals as viewed by peers, especially those on the thesis committee
Quality of thesis as measured by publications related to the thesis
Quality of projects results as measured by peer review

**g) Academic advising**

Adherence to department's academic standards for advising
Serving as faculty advisor to student professional groups and honor societies

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Coaching and mentoring students who are preparing for academic competitions
Accessibility of faculty member to students

**h) Mentoring of students in the art of publishing and grant acquisition**

Productivity and success of publications authored by students and grant applications whose developments are assisted by students

**i) Direction of independent studies and projects**

Feedback from students and faculty collaborators
Appropriateness of projects to student's education in mathematics

**j) Program, course, seminar and colloquia series development**

Development of knowledge to cover an area of instruction that the individual is not currently prepared to teach and for which the department needs new expertise
Contributions to department's current instructional goals
Leadership in improving current offerings and in establishing new directions for the department's instructional programs

**Secondary factors include:**

**k) Instructional activities in support of those outside department**

Development of interdisciplinary and non-major instruction and programs
Development/delivery of workshops to industry/government/schools/universities

**l) Master's and Ph.D. committee participation**

Contributions made to student's work as assessed by student and research advisor
Efforts to uphold department and university standards

**m) Conferences and workshops**

Attendance at conferences, courses, workshops and seminars with themes relevant to the teaching mission of mathematics

**n) Recognition**

Teaching contribution awards by professional, university and civic organizations

## Research

**Primary Factors include:**

**a) Authorship of refereed papers and textbooks**

Publication in journals that are judged to be high quality by peers
Publication in research monographs that have a high standard for acceptance
Publication in proceedings that maintain high standards
Publication of textbooks that deal with advanced topics in mathematics
Recognition of importance of publications by citations from other researchers

**b) External research grant proposal development**

Funding agency reviews
Success/failure to receive support
Competitiveness of funding source
Other peer reviews of proposal's research merit

**c) Development of innovative software solving research problems**

Relevance of innovation to basic and applied research in mathematics
Recognition of quality of contributions by peers

**d) Ph.D. dissertation direction**

Quality of research as viewed by dissertation committee
Quality of dissertation as measured by publications related to the dissertation
Quality of research as measured by peer review

**e) Research presentation**

Invited lectures

**Secondary Factors include:**

**f) Authorship of unrefereed papers**

Publication in unrefereed journals and proceedings that network the faculty member with others contributing to a common area of research
Publication of technical reports that make others aware of the directions and quality of research performed in mathematics at UCF
Presentation of unpublished research papers at conferences and colloquia series

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**j) Knowledge transfer**

Cooperative research with industry, government and other universities

**k) Interdisciplinary research**

Directing and participating in innovative research programs that cross department and discipline lines
Using expertise in mathematics to support the research activities of other units

**l) Recognitions**

Research contribution awards by professional, university and national organizations
Serving as an editor for a research journal, monograph, conference proceedings or other scholarly publications

**m) Master's project direction**

Quality of research as viewed by project committee
Quality of thesis as measured by publications related to the thesis
Quality of research as measured by peer review

## Professional development and service

**Primary factors include:**

**a) Service to department**

Development of knowledge to cover an area of instruction in which the department lacks expertise, and in which it wishes to provide instruction and research
Mentoring GTAs, Adjuncts, and junior faculty in grantsmanship, publications, teaching and service
Leadership and contributions in departmental committees
Willingness to serve the department's needs as observed by department chair and other faculty – this category includes contribution to department governance, registration, orientation, student recruiting, faculty recruiting, colloquia development, class scheduling, and the development of accountability reports such as those needed during BOR and accreditation reviews.

**b) Service to college**

Leadership and contributions in college committees
Willingness to serve, especially in the time-demanding assignments such as membership on personnel and search committees, and participation in advisory councils to the dean's office

**c) Service to university**

Leadership and contributions in university committees
Willingness to serve, especially in the time-demanding assignments such as membership in the faculty senate, on personnel and search committees, and major steering committees such as strategic planning, policy boards and commencement exercises

**d) Service to discipline**

Selection as officer or committee member for professional organizations
Selection as organizer or committee member for professional meetings
Serving as an editor for a research journal, monograph, conference proceedings or other scholarly publications
Refereeing grant proposal for research funding agencies such as NSF
Refereeing contributions to journals, books, and professional conferences
Authoring published reviews of research papers
Refereeing grant proposal for research funding agencies such as NSF
Refereeing contributions to journals, books, and professional conferences
Authoring published reviews of research papers
Organizing research conferences and special sessions within conferences

**Secondary Factors:**

**e) Service to other disciplines**

Service on committees in other departments or colleges as a representative of the department, college or university.
Service on organizing committees for professional activities in other disciplines

**f) Service to community**

Invited speaker at civic organizations or industry in role as a university professor or based on academic expertise
Member of community group or advisory board performing an activity which is based on academic position or expertise
Activities in the community which have a direct benefit to the university (e.g., in student recruiting, the acquisition of gifts and grants, or public relations)

**g) Service to elementary and secondary schools**

Invited speaker at schools based on academic position or expertise
Member of advisory committee that calls upon academic expertise
Performing any activity in schools which has a direct benefit to the university (e.g., in student recruiting, public relations, the improvement of pre-college instruction or the judging of science, math and other relevant fairs)

**h) Professional development**

Attendance at conferences, courses, workshops and seminars with themes relevant to the research mission of mathematics

The acquisition of academic degrees or certifications that enhance the knowledge and performance of the individual as a mathematics faculty member
Completion of internships in the dean's or other administrative office with success being evaluated by the appropriate administrators
Membership in professional organizations

**Notes on the preceding factors:**

1. In the teaching category we have included student evaluations as one of the primary factors for determining the quality of a professor's classroom performance. While we believe in the value of such evaluations, we feel that some caution must be taken. Good ratings can be obtained by professors who give high grades for mediocre performance. Good professors are often penalized for maintaining high standards. This is especially true with courses that are required of non-majors.

2. In mathematics, joint authorships are usually as important as sole authorships. Alphabetic listings of authors is a widespread practice, and there is normally no senior versus junior author relationship. Moreover, while journal papers are generally preferred to proceedings papers, there are a number of conferences for which the paper refereeing is every bit as selective as that found in the better journals. Whenever a question of quality arises, the department will seek out peers who can provide insight into the quality of publications.

3. In evaluation a faculty member with a heavy teaching and advising load, more attention should be paid to the quality of teaching and advising.

4. The factors given here for evaluating a person are intended as guidelines. It is recognized that for any particular individual they may not all be present.

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