Department of Mathematics Promotion and Tenure Guidelines

Adopted by a vote of the faculty on October 16, 2020

Regents, UNL, and College Guidelines

The department guidelines and procedures are in accordance with the University of Nebraska *Bylaws of the Board of Regents,* as described in the following documents:

- The UNL EVC *Guidelines for the Evaluation of Faculty: Annual Evaluations, Promotion, and Tenure:* https://executivevc.unl.edu/faculty/guidelines-evaluations-promotion-tenure.pdf
- The College of Arts and Sciences *Tenure and Promotion Process:* http://cas.unl.edu/docs/PT_Processes_Final_2019_v2.pdf.
- The *College of Arts and Sciences Handbook:* https://cas.unl.edu/docs/CAS_Handbook_7-2019.pdf.

Department of Mathematics Guidelines

Tenure and promotion to associate professor

The primary criteria for tenure and promotion to associate professor are evidence of a strong, independent, nationally recognized research program and a record of high quality teaching, including classroom teaching and in some cases also in the areas of advising and mentoring undergraduate and graduate students.

The following are important factors in evaluating the strength of the candidate's research program:

- Quality, productivity, and venue of peer-reviewed publications.
- Number of invited talks, especially those given at high profile conferences.
- Successes and efforts in obtaining external research funding.
- Other indicators, such as best paper awards, research visitors hosted or invited research visits, number of citations, may also be considered.

In assessing the quality of the candidate's publications, significant weight is given to the opinions offered by external reviewers selected in collaboration between the chair and the candidate. The department process for selecting external reviewers is as follows: The Chair asks the candidate to submit a list 10-15 qualified and independent potential reviewers, as defined by College and EVC policies. Separately, the chair asks two members of the tenured faculty, typically those closest to the candidate's research area, to develop a department list of 10-15 proposed reviewers. The candidate reviews the department list, and can request the removal of any reviewers for any reason (and does not need to disclose the reason). Assuming the union of the two lists (after any removals) results in at least 15 names, the Chair then selects 6-8 reviewers from the combined list, making sure that at least three names from each list are chosen. (If the union of the lists is smaller than the required 15, the chair can request additional reviewers for the department list.)

In assessing the quality of the candidate's teaching, the following are considered:

- Peer review of teaching.
- Engagement in pedagogical development. (E.g., participation in Project NExT, the university's Peer Review of Teaching project, or teaching-related workshops or conferences.)
- Evidence of curricular development, including efforts to design new courses or improve existing courses.
- Supervising undergraduate research.
- Mentoring of graduate students.
- Efforts to promote diversity and inclusion in the classroom.
- Efforts at engagement with the mathematical community, either locally, regionally or nationally.
- Student evaluations

It should be noted that a candidate is not required to have supervised Ph.D students to be considered for tenure, although having done so may be considered as evidence of teaching quality.

The department strives to keep the service load of pre-tenure faculty to a minimum, particularly in the first four years. However, the department does look for evidence of high quality in the service that is assigned to candidates. The department also encourages pre-tenure faculty to contribute to professional service, such as conference organization, refereeing articles, and writing reviews.

Promotion to full professor

The primary criteria for promotion to full professor is the expectation that the candidate will have achieved a level of national or international stature in their field commensurate with this highest rank. The level of research, in terms of all the considerations listed above in the promotion to associate professor guidelines, should have continued and further developed since the last promotion. There should be clear evidence of significant national and international impact in their field.

With regard to teaching, it is expected that the candidate has continued to develop as an instructor and mentor with regard to the considerations mentioned above in the promotion to associate professor guidelines. In particular, contributions in the areas of curricular development (including convening of multisection courses), and mentorship of graduate students, postdocs, or junior faculty (such as a teaching or research mentor) is expected.

With regard to service, it is expected that the candidate will have taken on a significant level of service at the department level and/or university level, including taking on leadership roles on some committees.