Creighton University
Department of Mathematics
Guidelines for Evaluation of Faculty Scholarship

<u>For Tenure</u>
Normally the department discourages the conferral of tenure without promotion to Associate Professor, but recognizes that such a contingency may arise. The departmental standards for the conferral of tenure are the same as the standards for promotion to Associate Professor (see below), subject to the following circumstances that could result in this contingency: The faculty member had a slow start in research for legitimate reasons. Steps have been taken to correct the situation, and there is evidence that the faculty member will be eligible for promotion within the next few years.

<u>For Promotion to Associate Professor</u>
- A record of presentations at regional and national professional meetings, or external department colloquia, typically averaging one per year.

- Publication experience as a principal author (taken to mean no more than three authors). The actual number of publications expected will depend on factors such as the importance and extent of the work and other professional demands placed on the faculty member's time.

Additional positive factors:

- Successful inclusion of undergraduate students in research.

- Record of service to the discipline, including as a peer-reviewer for journals, publishers, or the AMS, or grant agencies, on grant agency review panels and/or on journal editorial boards, organizing conferences, and membership on national committees.

<u>For Promotion to Professor</u>
- A sustained record of presentations at regional and national professional meetings, or external department colloquia, including presentations with students as co-authors.

- Sustained publication record as a principal author (taken to mean no more than three authors). The actual amount of publications expected will depend on factors such as the importance and extent of the work and other professional demands placed on the faculty member's time.

- Successfully obtained external research funding.

- Consistent inclusion of undergraduate students in his/her scholarly activities.

- Consistent record of service to the discipline, including as a peer-reviewer for journals, publishers, or the AMS, or grant agencies, on grant agency review panels and/or on journal editorial boards, organizing conferences, and membership on national committees.

- Evidence of working collaboratively to enhance productivity of junior faculty.

Note

Scholarship is stimulated and advanced by interaction among a community of scholars. It is expected, therefore, that the results of a faculty member's scholarly activity will be communicated through papers presented at professional meetings and eventually through peer-reviewed publication. This encompasses all discipline-related work including new methods and improvements for mathematics teaching as well as research in the various specialties of mathematics.

The following are examples of scholarly activity of mathematics faculty, listed in the approximate order of decreasing weight. They are provided here as a guide for evaluating a candidate's scholarly activity.

Research Activity Typical for Early Career Faculty

- Authoring a refereed article accepted or published in a recognized journal of mathematics or a related area.
- Mentoring an undergraduate research project with results published in a reviewed undergraduate mathematics journal.
- Presenting an invited presentation in an area of one's competence at a national professional meeting.
- Receiving a grant or scholarship from an external funding agency for the support of one's research or other scholarly activity.
- Receiving a local or intramural award in recognition of outstanding research or scholarship.
- Mentoring an undergraduate research project that results in a student poster presentation, talk, or paper.
- Making a presentation dealing with an area of one's competence at a significant meeting of peers.
- Authoring a significant original contribution (such as a chapter) to an edited published work on mathematics or a related area.
- Mentoring undergraduate research projects.
- Receiving an intramural grant for research or scholarship.
- Authoring a non-refereed paper, review or abstract published in a recognized mathematics journal.
- Attending a meeting of a regional or national professional organization.

Research Activity Typical for Mid to Late Career Faculty

- Receiving a national award in recognition of outstanding research or scholarship.
- Authoring a well-accepted text, monograph, or book in mathematics.
- Authoring an invited review article for a recognized mathematics journal.
- Authoring a refereed article accepted or published in a recognized journal of mathematics or a related area.
- Mentoring an undergraduate research project with results published in a reviewed undergraduate mathematics journal.
- Presenting an invited presentation in an area of one's competence at a national professional meeting.
- Receiving a grant or scholarship from an external funding agency for the support of one's research or other scholarly activity.
- Serving as a referee or an editor for a recognized, scholarly journal in mathematics or related area.
- Receiving a local or intramural award in recognition of outstanding research or scholarship.
- Mentoring an undergraduate research project that results in a student poster presentation, talk, or paper.
- Making a presentation dealing with an area of one's competence at a significant meeting of peers.
- Authoring a significant original contribution (such as a chapter) to an edited published work on mathematics or a related area.
- Mentoring undergraduate research projects.
- Receiving an intramural grant for research or scholarship.
- Mentoring junior faculty in scholarly activity.
- Authoring a non-refereed paper, review or abstract published in a recognized mathematics journal.
- Attending a meeting of a regional or national professional organization.