

Department of Mathematics & Statistics

Evaluation Criteria for RPT of Research Faculty

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In accordance with the “Agreement Between the University of Vermont and United Academics (AAUP/AFT)”, dated 5/2/21, this document is developed to provide evaluation criteria for reappointment and promotion for research faculty in the Department of Mathematics and Statistics (the procedures for these reappointments and promotions are described in separate documents).

Research faculty shall be evaluated only relative to the quality of performance in scholarship/research work and other duties as expressly assigned and commensurate with assignment distributions as recorded in the Annual Workload Plan.

1. Research and Scholarship

Substantial and sustained research and scholarship of high quality is an essential criterion for reappointment and promotion of research faculty. The quality and significance of the research and scholarship work must be evaluated. Accordingly, the candidate is required to provide evidence of the quality and significance of their scholarly products that includes some or all of the following:

- Research and writing leading to publication of articles in refereed scholarly journals, books or conference proceedings.
- Funded Research Grants
- Authoring or editing scholarly monographs, textbooks, or reference books that present new ideas or incorporate the faculty member’s scholarly work.
- Delivery of papers at scholarly conferences or in seminars or colloquia at UVM or at other universities or research institutes
- Authored published book or research article reviews.
- Authored software or new media-based scholarly material that is widely disseminated and peer reviewed.
- Mentoring or supervising of student research projects, including doctoral or master’s theses, undergraduate honors theses, REU, student research projects (URECA! etc.) and other student research not normally part of coursework.

For peer-reviewed journal publications, a common method for evaluating quality of the publication is the journal’s impact factor and a common method for evaluating significance of the research is the number of external citations garnered by the publication. In addition, other indicators include h-index, i10 index and number of citations/year. It is recognized that journal impact factors and paper citation numbers are discipline-dependent. For example, these numbers for certain pure math areas are often lower than those in certain applied math and statistics areas. Note that publication in “predatory” journals, i.e journals without legitimate peer review, does not contribute to scholarly output.

The candidate may also provide other information as desired to establish quality and significance

of their work, such as acceptance rates and other information on the standards of the journal and its standing in the discipline. For conference proceedings, the candidate is asked to distinguish the level of peer-review (either fully-refereed, abstract-refereed, or non-refereed) and to provide information about the conference acceptance rates, if possible. For monographs and book chapters, the candidate is advised to provide information regarding the review process of the press, and whether or not the work was invited. Candidates should outline the significant contributions of each major publication.

In disciplines in which competitive grant and contract support is available, acquisition of external funding and a record of continuing support may be an indication of recognized research competence and productivity. In some instances, professional activities, such as service as editor or editorial board member of a professional journal or service as a major officer of a professional organization, may be considered as recognition of scholarly achievement. Textbooks, reports, published research on pedagogy in the discipline and similar products connected with teaching or public service may be considered scholarly work insofar as they present new ideas or incorporate the candidate's scholarly research, assuming these contributions are validated through external review.

Publication of any research or other creative accomplishment must be evaluated, not merely listed, in reviewing the performance of a candidate for reappointment or promotion. In cases involving promotion to Research Associate or (Full) Professor, the quality and significance of the work must be evaluated by full-time tenured, tenure-track, and research faculty members of the department as well as the Department Chairperson. In addition, the department must solicit evaluations from acknowledged scholars in the discipline of the candidate at other institutions, nationally or internationally.

Collaborative, interdisciplinary, multidisciplinary, and cross-disciplinary research is encouraged. For joint publications and grants, the candidate should describe their role in, and contributions to, the joint effort. The Chair has the prerogative to contact selected co-authors for comments on the candidate's contribution to the specific collaboration. For interdisciplinary or cross-disciplinary work, the candidate is advised to describe the nature of the publication venue.

Promotion to the rank of Research (Full) Professor requires a sustained record of excellence in research, and the candidate should enjoy a recognized national or international reputation in their research field.

2. Teaching and Service

If the candidate is also assigned teaching and/or service in the Annual Workload Plan, such teaching/service will also be evaluated as part of their reappointment and promotion procedures. The prime indicators of effective teaching include, but are not limited to:

- intellectual competence, integrity and independence.
- evidence of knowledge of the field.
- evidence of a willingness to consider suggestions that emerge from peer review of one's teaching.
- evidence of the ability to work with other faculty members in designing and delivering a curriculum that fosters student learning.
- evidence of the ability to present course materials clearly and effectively.
- evidence of the capacity to structure the course and its assignments in ways that promote

student learning.

- evidence of the employment of strategies to assess students' learning and adjust one's teaching in light of the findings of those assessments.
- evidence of an ability to stimulate students' intellectual interest and enthusiasm.
- evidence of consideration of and/or incorporation of diversity and inclusiveness in the classroom, advising, and/or mentoring, as appropriate.

Evidence for effective teaching may be drawn from:

- Self-reflection
- Peer observations
- Student course evaluations
- Student letters
- Annual performance evaluations by the Department Chair
- In instances when teaching has been deemed less than successful, efforts by the faculty member have been made to address any issues.

Evidence of the quality of the candidate's service may be drawn from:

- Self-reflection
- Attends (when able) Department and College meetings
- Serves on Department/College/University committees
- Professional service (journal refereeing, federal agency funding review panels, journal editorial service, conference organizing, etc.)
- Annual performance evaluations by the Department Chair
- Faculty may also engage in Community Engagement and Outreach (i.e., outreach activities)