

Promotion and Tenure Criteria for the Department of Statistics

The *University of Georgia Guidelines for Appointment, Promotion, and Tenure (Guidelines)* specify that “review committees [...] charged with implementing [the] *Guidelines* must use discipline-specific criteria to evaluate the quality of faculty performance relative to decisions regarding promotion and tenure.” The current document, *Promotion and Tenure Criteria for the Department of Statistics*, provides specific details, approved by the Department’s eligible faculty, about the process and discipline-specific criteria for the evaluation of candidates for promotion or tenure in the Department of Statistics at the University of Georgia.

In all matters related to promotion and tenure, the Department of Statistics will carefully adhere to the University of Georgia Guidelines for Appointment, Promotion and Tenure. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the University’s Guidelines. All faculty are expected to be familiar with both this PTU document and the University Guidelines. If any inconsistency or discrepancy is found in this document or if this PTU document does not address a certain issue, the University’s Guidelines will supersede this document.

I. NEW FACULTY

A. Advisement: At the time of appointment, each new faculty member will be given a copy of the *Guidelines* and this document concerning the Department’s requirements for promotion and tenure. The new faculty member will sign a letter indicating receipt and understanding of the guidelines in both documents.

For each tenure-track assistant professor and non-tenure-track faculty member (lecturer or academic professional), at the time of initial appointment and in consultation with the candidate, the Head of the Department of Statistics will appoint a Mentoring Committee consisting of three faculty members. For a tenure-track assistant professor candidate, all the committee members must be at the associate or full professor rank. However, in some cases, an additional non-tenure track faculty may be added to the candidate’s Mentoring Committee. For a lecturer candidate and an academic professional candidate, at least one of the Mentoring Committee members must be tenured faculty. The Mentoring Committee will advise the tenure-track candidate on matters of teaching, research, service, professional development, promotion and tenure, and other departmental policies and procedures. The Mentoring Committee for the non-tenure-track candidate will advise on matters of teaching, service, professional development, promotion, and other departmental policies and procedures. Annually, each Mentoring Committee will prepare a peer-evaluation report of the candidate’s teaching.

B. Annual Performance Review: As required by the Franklin College and in consultation with the departmental Faculty Review Committee, the Department Head will prepare an annual written evaluation for each candidate. This evaluation of the candidate’s progress will include specific comments on strengths and weaknesses in the candidate’s record as well as an assessment of progress towards promotion to the next rank and/or tenure, if applicable. This assessment will address performance in the context of the faculty member’s letter of offer and current Equivalent Full-Time (EFT).

C. Third-year review of Assistant Professors: The third-year review is an important formative step that occurs toward the end of the third year of appointment for assistant professors. This review is conducted by the candidate's Mentoring Committee and is separate from the annual performance review. By March 1 of the candidate's third year of appointment, each assistant professor will submit to the Mentoring Committee a dossier equivalent to Sections 4 (Vita) and 5 (Achievements) of the *Dossier for Promotion and/or Tenure* described in the *Guidelines*. In this dossier, the candidate may also include additional evidence of accomplishments in teaching and research, and evidence of service activities (if any). The CV provided for the third-year review must be in the promotion dossier format as described in the Administrative Guidelines on the Provost's web site, http://provost.uga.edu/index.php/policies/appointment-promotion-and-tenure/admin_guidelines. The committee will advise the candidate on the contents of the dossier and will ensure its accuracy.

The committee will use the indicators of effectiveness in each category listed below to judge the performance level of the candidate:

- **Teaching:** The following will be used to evaluate teaching effectiveness: various components of student teaching evaluations including student comments; peer teaching evaluations; direction of graduate student work (if any); special topics course offerings, course revision and development activities (if any). The candidate is encouraged to take advantage of instructional development opportunities within and/or outside the UGA community
- **Research:** The following will be used to evaluate research performance: peer-reviewed research publications; submissions and work in progress; grant or contract submissions and outcomes; presentation of invited and contributed research papers at international and national meetings or other departments; service as a reviewer for refereed journals or on grant review panels; or any other scholarly professional activities relevant to career development

In addition, the candidate will be evaluated on any specific expectations that are stated in the job offer letter. The candidate is encouraged to make some contribution to service activities of the department, university and profession.

Based on a review of the dossier, the candidate's Mentoring Committee will prepare a detailed third-year report that assesses the level of a candidate's performance. In particular, the report will address the question of whether the candidate is progressing satisfactorily towards meeting departmental criteria for promotion and tenure, and make clear recommendations pertinent to the candidate's progress towards promotion and/or tenure and consistent professional growth. The report is to be submitted to the Department Head by late March of the candidate's third year of appointment. The Department Head will then share the report with the candidate. The candidate will receive the opportunity to add a response within one week of receiving a copy of the report, and this response will be made available at the faculty meeting at which the votes on the report and renewal of the candidate are taken.

At a departmental meeting of eligible faculty (as defined in the *Guidelines*) and with a quorum of such faculty present, the Chair of the Mentoring Committee will present the third-year report. The faculty at this meeting, which should be scheduled at least one week prior to its occurrence, will then discuss and vote on the following question:

“[Candidate’s name] has made sufficient progress to be on track for promotion and/or tenure to the rank of Associate Professor.”

Faculty will vote “Yes” or “No” on this question – abstaining is not an option. Per University guidelines, if an “abstention” or blank ballot is cast, that vote will be counted as a “No”. On the basis of this vote, the Head will meet with the candidate and provide both a written copy of the third-year report and a cover letter reflecting the discussion at the meeting and containing a written statement of the departmental vote. The third-year review report will be included in the individual’s dossier when the candidate applies for promotion and tenure.

At the same meeting, faculty will take a second “Yes” or “No” vote on the following question:

“[Candidate’s name] should be renewed for the fourth year.”

For candidates who do not receive a majority of “Yes” votes on the question, the Department Head, in consultation with the Dean, may recommend not to extend a new contract to the candidate.

D. Mid-point review of Non-tenure-track Faculty:

D.1. Mid-point review of Lecturers:

The mid-point review is an important formative step that occurs toward the end of the second year (or beginning of third year) of appointment for lecturers. This review is conducted by the candidate’s Mentoring Committee and is separate from the annual performance review. The committee will use the indicators of effectiveness in each category (teaching, service, and professional development) listed in the criteria for promotion to senior lecturer to judge the level of performance of the candidate. The Mentoring Committee will guide the candidate on the preparation of a preliminary dossier.

D.2. Mid-point review of Academic Professionals:

The mid-point review is an important formative step that occurs toward the end of the second year (or beginning of third year) of appointment for academic professionals. This review is conducted by the candidate’s Mentoring Committee and is separate from the annual performance review. The committee will use the indicators of effectiveness in each category listed in the criteria of the specific job classification for promotion to senior academic professional to judge the level of performance of the candidate. The Mentoring Committee will guide the candidate on the preparation of a preliminary dossier.

II. PROMOTION AND TENURE REVIEW PROCESS

Preliminary Consideration for Promotion and/or Tenure: The Department will follow procedures for initial consideration presented in the *Guidelines*. Departmental procedures apply for both tenured/tenure track faculty and non-tenure track faculty. In the Spring of the appropriate year, by the deadline of March 1, candidates who wish to be considered for promotion and/or tenure will communicate this desire in writing to the Department Head.

In late March, the candidate will present a vita, copies of publications or other relevant scholarly accomplishments, and a statement of achievements to the Department Head. Upon receipt of these

materials, the Department Head, in consultation with the candidate, will appoint a Promotion Committee (same as the Mentoring Committee in most cases) of eligible faculty to review these materials and advise the candidate. All faculty members eligible to vote for this case will have access to these materials. At a meeting of eligible faculty held by April 15 and scheduled with at least one week prior notice, the committee will present the candidate's case based on a review of publications, applications for external funding and their outcomes, student teaching evaluations, peer teaching reviews, annual evaluations of the candidate (if applicable), and other relevant materials. The faculty will vote at this meeting on the following question:

“[Candidate's name] should be formally reviewed for promotion to the rank of [next rank] and/or for tenure.”

Faculty will vote “Yes” or “No” on this question – abstaining is not an option. Per University guidelines, if an “abstention” or blank ballot is cast, that vote will be counted as a “No”. The results will be conveyed by the Head in writing to the candidate within three working days of the vote.

In accordance with the *Guidelines*, candidates who receive a majority of “Yes” votes on this question and who wish to be formally reviewed for promotion and/or tenure will work with the Department Head and the Promotion Committee to prepare the dossier. The same is true for candidates in their sixth probationary year, regardless of the outcome of the vote, unless they request not to have the review. Tenured or tenure track candidates should submit to the Department Head by April 22 a list of up to six potential external reviewers and their qualifications and a list of up to three individuals who may not be contacted as external reviewers. No later than the beginning of May, after selection of potential reviewers, a letter will be sent out to each of the selected individuals requesting an evaluation letter by August 1.

Formal Review: In all matters pertaining to the formal review, the Department will follow the *Guidelines*.

In addition, the candidate will make available copies of all publications, as well as relevant teaching materials, including syllabi and other evidence pertaining to instruction. Any other relevant scholarly contributions, and evidence for their impact and quality, should also be made available. Publications should clearly distinguish between published materials, accepted materials (in which case a copy of the notice of acceptance should be included), and materials under review (if a first review has been received, a copy of this correspondence should be included). All materials, including the external evaluation letters, should be available for inspection by eligible faculty by the middle of August.

Eligible faculty will meet by September 1 to discuss the credentials of the candidate and to vote on a recommendation for promotion and/or tenure. Following the vote on each candidate the Department Head will announce how he/she voted. The Department Head will also convey the outcome of the vote to the candidate within three working days of the meeting.

III. Criteria for the Ranks:

A. For Promotion in Non-Tenure Track Positions:--

A.1. For Promotion to Senior Lecturer:

Faculty who are at the rank of lecturer and who meet eligibility criteria may be considered for promotion to the rank of senior lecturer. Promotion to the rank of senior lecturer from the rank of lecturer requires at least six years at the rank of lecturer or its equivalent, and a record of exceptional performance on expected duties associated with the position, as well as valuable contributions to the department, university, or profession. In addition, a candidate will be evaluated on any specific expectations that are stated in the job offer letter and evaluated on the guidance provided below for promotion to senior lecturer. Evaluation for promotion to senior lecturer is not based on student teaching evaluations alone, but rather is more comprehensive, as demonstrated by the guidelines below. The Department will ensure the University's more general guidelines and criteria for promotions to these ranks are met. Details are available by following the appropriate links at:

<http://provost.uga.edu/index.php/policies-procedures/appt-promotion-tenure/guidelines-for-appointment-and-promotion-of-lecturers/>

The level of performance for a lecturer will be assessed based on his/her ability to perform the following scholarly tasks:

- **Teaching:** Deliver content in the classroom with sound and innovative pedagogical methods. The following may be used to evaluate teaching effectiveness: various components of student teaching evaluations including student comments; peer teaching evaluations; course revision (if any)
- **Portfolio:** Continually evaluate his/her teaching to help students master their learning; Create a teaching portfolio under the guidance of the mentoring committee as a reflective and academic document

The candidate is encouraged to take advantage of instructional and professional development opportunities within and/or outside the UGA community, and to engage in service to the statistics education community. These types of activities encourage growth in becoming a better teacher and motivate collaboration to learn new and innovative pedagogy. The rank of senior lecturer signifies a candidate's continuous dedication to being a scholarly teacher.

A.2. For Promotion to Senior Academic Professional:

At UGA, the designation of academic professional (AP) may apply to a variety of academic assignments that call for academic background similar to that of a faculty member with professorial rank, but which are distinctly different from traditional professorial positions. Faculty who are at the rank of academic professional and who meet eligibility criteria (see below) can be considered for promotion to the rank of senior academic professional. Promotion to the rank of senior academic professional from the rank of academic professional requires the terminal degree in Statistics or a related subject and at least four years of service at the AP rank. The UGA guidelines for this promotion are available in a PDF file at:

<http://provost.uga.edu/index.php/policies-procedures/appt-promotion-tenure/guidelines-for-appointment-and-promotion-of-academic-professionals/>

Promotion of STAT 2000 Coordinator: The STAT 2000 Coordinator will play a critical role in the successful operation of the department's introductory Statistics course, managing and coordinating several sections each semester with hundreds of students enrolled in each section. The coordinator is not only an administrator but also a teacher. Promotion requires a record of

exceptional performance on expected duties associated with the position, as well as valuable contributions to the department, university, or profession. In addition, the candidate will be evaluated on any specific expectations that are stated in the job offer letter and evaluated on the guidance provided below for promotion to senior academic professional. The Department will ensure the University's more general guidelines and criteria for promotions to these ranks are met. The level of performance will be assessed based on the candidate's ability to perform in the following categories:

- **Administration & Coordination:** Effectively and efficiently administer the STAT 2000 course with respect to the technology and coordination of the different sections; Ensure that content for desired student learning outcomes is uniform from section to section and encourage instructors to use sound and innovative pedagogy for teaching; Ensure that the assessment for the course evaluates the desired student learning outcomes
- **Teaching:** Deliver content in the classroom with sound and innovative pedagogical methods. The following may be used to evaluate teaching effectiveness: various components of student teaching evaluations including student comments; peer teaching evaluations; course revision (if any)
- **Portfolio:** Continually evaluate his/her teaching to help students master their learning; Create a teaching portfolio under the guidance of the mentoring committee as a reflective and academic document

The candidate is encouraged to take advantage of instructional and professional development opportunities within and/or outside the UGA community, and to engage in service to the statistics education community. These types of activities encourage growth in becoming a better teacher, motivate collaboration to learn new and innovative pedagogy, and encourage growth as an administrator of large lecture classes. The rank of senior academic professional as the STAT 2000 Coordinator signifies the candidate's continuous dedication to being a scholarly teacher and administrator for the STAT 2000 course.

Promotion of Associate Director of SCC: The Associate Director of the Statistical Consulting Center (SCC) will play a critical role in support of the Department's successful operation of the SCC. Promotion of the Associate Director of the SCC to the rank of senior academic professional requires a record of exceptional performance on expected duties associated with the position, as well as valuable contributions to the department, university, and profession. The level of performance will be assessed based on indicators of effectiveness and excellence in the following categories, and any specific expectations stated in the job offer letter:

- **Consulting & Administration:** Provide statistical consulting service to clients of the SCC and write detailed reports on projects when desired; Provide oversight of daily operations of the SCC and maintain adequate records; Provide support with proposal writing where applicable; Prepare a report of SCC activities
- **Training and Instruction:** Train Consulting Assistants and supervise their work; Effectively teach courses as agreed upon in the job offer letter

The candidate is encouraged to collaborate with the Director of the SCC to help meet and expand the missions of the SCC; this may include participating in exchanging ideas for growth and improvement of the SCC with other established statistical consulting centers at universities across the nation. The candidate is also encouraged to take advantage of professional development opportunities related to statistical consulting available through state or national committees/associations.

B. For Promotion to Associate Professor and for Tenure:

For promotion to associate professor and/or tenure, candidates must “show clear and convincing evidence of emerging stature as national authorities.” The candidate must have demonstrated excellence in teaching and research. The candidate’s overall record must demonstrate consistent professional growth that supports the conclusion that performance at or higher than the designated level is likely to continue in the long term. The candidate is encouraged to make some contribution to service activities of the department, university and profession.

B.1. Teaching: A candidate for promotion to associate professor and/or tenure must show a strong commitment to excellence in teaching and have a commendable record as a teacher in the classroom. The following will be used to evaluate teaching effectiveness: various components of student teaching evaluations including student comments; peer teaching evaluations; direction of graduate student work (if any); special topics course offerings, course revision and development activities (if any).

Candidates whose record reflects difficulty in teaching must also be able to document the steps they have taken to correct these problems, and the record must reflect, in the form of student evaluations, peer evaluations, and other means, that significant improvement has occurred.

The candidate is encouraged to take advantage of instructional development opportunities within and/or outside the UGA community, and to make contributions to other departmental or university-wide educational activities.

B.2. Research: A candidate for promotion to associate professor and/or tenure must have a promising, independent research program that shows signs of emerging national recognition. The research program must show significant development beyond the candidate’s dissertation research and strong promise that continued growth will occur. Since some of our assistant professors are involved in interdisciplinary research, a *one-size-fits-all* approach to assess scholarly contributions is not appropriate. As a result, we give below criteria to assess research within the discipline followed by criteria to assess interdisciplinary research.

Research within the Discipline: Excellence in research will be assessed based on the following:

- Publication of statistical methodology research articles in highly regarded peer-reviewed professional research journals is required. Here, the impact of research publications and the peer-reviewed research publications as a lead author would serve as important indicators of quality and independent research, respectively. Quality and impact will also be assessed through external letters and invitations to speak at other departments and at conferences. In addition, publications developing ideas and directions beyond the candidate’s doctoral dissertation serve as indicators of continued growth of the candidate’s research program.
- Candidates are expected to seek external grants or contracts as PI or Co-PI (with significant support/effort) and provide a documentation of ratings or recommendations of these submissions. External grant support for tenure or for promotion to associate professor is highly desirable.
- Candidates are expected to maintain consistent professional development through presentation of invited and contributed research papers at international and national

meetings or at other institutions; service as a reviewer for refereed journals or on grant review panels; or any other scholarly professional activities relevant to career development.

Research-related awards or recognitions or other activities or measures that are indicative of the impact of the candidate's research contributions are not required but can strengthen the case. In addition, the candidate will be evaluated on any specific expectations that are stated in the job offer letter.

The review process tends to be relatively slow in Statistics. Therefore, papers not yet accepted at the time of evaluation also deserve some consideration, if evidence is provided that a minor revision will likely lead to publication. Candidates should, however, clearly distinguish in their vita between published work, accepted work, and work still under review. Different types of publications should also be clearly identified, such as books, original research articles in peer-reviewed journals, review articles, book chapters, book reviews, contributions to discussions, and any others.

The quality and impact of the publications are far more important criteria than their quantity. External evaluation letters, and invitations to speak at other departments and conferences, are important tools to assess the quality and impact. Evidence for the quality of the candidate's research program, as well as promise for continued growth, will be also assessed by external evaluation letters from experts in the candidate's research area(s).

Interdisciplinary Research: The Department of Statistics strongly supports, encourages, and values interdisciplinary research. It is desirable for coherent and scientifically important themes spanning multiple projects to be apparent in interdisciplinary work. The research theme may either be in a subject matter of another discipline (e.g., *Statistics Education, Genetics, Neuroscience*) in which the faculty has sufficient expertise; or the theme may be in a specific statistical topic (e.g., *High-dimensional data, Objective Bayes, Symbolic/Object-oriented data*), where the candidate is seeking out collaborators in order to foster that topic in other disciplines. Criteria on which candidates will be evaluated are the same as for research within the discipline, but within the context of the theme.

While mainstream statistics journals are the preferred outlets for traditional statistics faculty members, discipline-specific journals are more appropriate outlets for dissemination of interdisciplinary research with a subject matter them, to maximize its impact. Statistics being the tenure home, irrespective of the research theme, development of new statistical methodology or innovative use of existing statistical methodology is especially valued in publications resulting from interdisciplinary research. Furthermore, scholarly publications should be substantive and substantial, and they should appear in highly regarded peer-reviewed professional journals.

Interdisciplinary projects, by definition, involve multiple investigators and this has implications for authorship on scholarly publications and for the role (PI/Co-PI) played on external grants or contracts. Those faculty members engaged in interdisciplinary research should demonstrate their ability to lead the research and to contribute substantially and tangibly to interdisciplinary research. For a candidate considered for promotion to associate professor and/or tenure, peer-reviewed research publications as a lead author, and grant or contract submissions and outcomes as PI or Co-PI (with significant support/effort) would serve as important indicators of independent research.

External evaluation letters are an important tool to assess the quality and impact of interdisciplinary research. Evidence for the quality of the candidate's research program, as well as promise for continued growth, will be also assessed by external evaluation letters from experts in the candidate's research area(s).

Irrespective of the nature and outlets of the publications, in order to assess the independence, impact, and quality of a candidate's research program, for each publication with multiple authors, information should be provided about the contributions and role of the candidate and, in as far as known, each of the other authors.

B.3. Other considerations:

Service: Successful candidates for promotion to associate professor and/or for tenure are expected to attend departmental meetings, have some limited service on student and departmental committees, and, if asked to serve, have limited service on campus committees and governing bodies. Service activities may also include service in professional organizations.

Consulting: Statistical consulting can make a critical contribution to the research programs of researchers in other disciplines, both on-campus and off-campus, and for both faculty and students. In addition, consulting can have a significant impact on the training provided to student consultants in Statistics, on instruction of Statistics students through discussion of real problems in the classroom, and on improving a client's knowledge and understanding of statistical methods. It can also have a significant impact on a candidate's research, possibly through the formulation and/or solution of new statistical research problems that come from consulting projects, through interdisciplinary collaborations that develop from consulting, and through the impact on the quality of research by other scientists.

While the Department does not expect every faculty member to be involved in Statistical Consulting, for a candidate with assigned duties in consulting the impact of these duties on research, teaching and service will be part of the evaluation process. The candidate must provide evidence for this impact. Assessment tools discussed in the sections for these three components can be used for this purpose, as can evidence provided in evaluation letters by clients and collaborators. Rather than treating Statistical Consulting as a separate component in the evaluation, it spans across the three previous components, teaching, research and service, and aspects of it should be discussed and evaluated under the component(s) most appropriate for the contributions made by the candidate through Statistical Consulting. In addition, there is an expectation that a candidate with assigned duties in consulting will have started to develop a reputation in the statistical community based on scholarship related to consulting, for example through presentations about consulting at national meetings, by writing about consulting, or through participation in consulting-related activities in professional societies.

Other EFT Distributions: While the considerations, criteria, and measures of assessment described in this section apply to all candidates, the weight given to the different categories (teaching and research) can differ for different candidates and should be based on assigned duties and corresponding EFT distributions. Examples of cases where weight adjustments could be appropriate include cases of candidates in positions with lower or higher assigned duties,

candidates with assigned administrative responsibilities for multiple years during the review period (such as Head, Associate Head, Director of Graduate Admissions, Graduate Coordinator, or Undergraduate Coordinator for the Department, and Director or Associate Director of the Statistical Consulting Center), and candidates with different assigned responsibilities as part of a joint appointment. For promotion and/or tenure, candidates are to be evaluated according to their respective EFT distributions. In addition, the candidate will be evaluated on any specific expectations that are stated in the job offer letter.

C. For Promotion to Professor:

For promotion to full professor, candidates must “show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the missions of their units. The candidate’s should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature.” Candidates for promotion to full professor will be assessed based on indicators of effectiveness in teaching and research. The candidate is also expected to make significant contributions to service activities of the department, university and profession.

C.1. Teaching: A candidate for promotion to full professor must show a strong commitment to excellence in teaching and have a commendable record as a teacher in the classroom. The following will be used to evaluate teaching effectiveness: various components of student teaching evaluations including student comments; peer teaching evaluations; direction of graduate student work; special topics course offerings, course revision or development activities.

Candidates whose record reflects difficulty in teaching must also be able to document the steps they have taken to correct these problems, and the record must reflect, in the form of student evaluations, peer evaluations, and other means, that significant improvement has occurred.

The candidate is encouraged to take advantage of instructional development opportunities within and/or outside the UGA community, and to make contributions to other departmental or university-wide educational activities.

C.2. Research: A candidate for promotion to full professor must have an established and sustained independent research record with national and international recognition. The research program must show significant development beyond the candidate’s research as an assistant professor and strong evidence that continued growth is likely to occur. Since some of our associate professors are involved in interdisciplinary research, as in Section B.2, we will give below criteria to assess research within the discipline followed by criteria to assess interdisciplinary research.

Research within the Discipline: Excellence in research will be assessed based on the following:

- Publication of statistical methodology research articles in highly regarded peer-reviewed professional research journals is required. Here, the impact of research publications and the peer-reviewed research publications as a lead author serve as important indicators of quality and independent research, respectively. Quality and impact will also be assessed through external letters and invitations to speak at other departments and at conferences. In

addition, publications developing ideas and directions beyond the candidate's research as an assistant professor will serve as indicators of continued growth of the candidate's research program.

- Active submissions of external research grants or contracts and success in obtaining external grants or contracts as PI or Co-PI (with significant support/effort). As an associate professor, there is an expectation that the candidate has had success in obtaining external research funding.
- Candidates are expected to maintain sustained professional development through presentation of invited and contributed research papers at international and national meetings or at other institutions. In addition to serving as a reviewer for refereed journals and on grant review panels, there is also an expectation that the candidate has served in editorial positions for high quality journals.

Research-related awards or recognitions or other activities or measures that are indicative of the impact of the candidate's research contributions are not required but can strengthen the case. In addition, the candidate will be evaluated on any specific expectations that are stated in the job offer letter.

The quality and impact of the publications are far more important criteria than their quantity. External evaluation letters, and invitations to speak at national and international venues, are important tools to assess the quality and impact. Evidence for the quality of the candidate's research program, as well as promise for continued growth, will be also assessed by external evaluation letters from experts in the candidate's research area(s).

Interdisciplinary Research: For a candidate considered for promotion to full professor whose work has a substantial interdisciplinary research component, all the expectations stated under "Interdisciplinary Research" in Section B.2 apply. For a candidate considered for promotion to full professor, peer-reviewed research publications as a lead author, grant or contract submissions relating to the research themes as PI or Co-PI (with significant support/effort) and success in obtaining such collaborative grants or contracts serve as important indicators of high quality independent research. As an associate professor, there is an expectation that the candidate has had success in obtaining external research funding.

Once again, the quality and impact of the publications are far more important criteria than their quantity. External evaluation letters are an important tool to assess the quality and impact. Evidence for the quality of the candidate's research program, as well as demonstration of national or international recognition in their fields and the likelihood of maintaining that stature, will also be assessed by external evaluation letters from experts in the candidate's research area(s).

Irrespective of the nature and outlets of the publications, in order to assess the independence, impact, and quality of a candidate's research program, for each publication with multiple authors, information should be provided about the contributions and role of the candidate and, in as far as known, each of the other authors.

C.3. Other Considerations:

Service: Successful candidates for promotion to full professor are expected to take an active and leading role in departmental service. They are expected to participate actively at departmental meetings, to serve on student and departmental committees, and to serve on campus committees and governing bodies. Service or leadership in professional organizations can also be an important service component. Some evidence for the quality of the service provided is also expected.

Consulting: Comments about Statistical Consulting apply equally in this case as for candidates for promotion to associate professor and/or tenure. In particular, rather than treating Statistical Consulting as a separate component in the evaluation, it should again be integrated with one or more of the three other components – teaching, research and service – with assessment measures discussed there and expectations commensurate with those discussed for promotion to full professor. A candidate with assigned consulting duties would now be expected to have developed a national reputation based on scholarship related to consulting.

Other EFT Distributions: Similar comments as for candidates for promotion to associate professor and/or tenure about weight adjustments and specific expectations stated in the job offer letter apply also to candidates for promotion to professor.

This document and discipline-specific criteria must be accepted by the faculty within the Department of Statistics, and must be reviewed and approved by the dean of the College and the Senior Vice President for Academic Affairs and Provost. New faculty members must be provided with this PTU document and University Guidelines. In addition, any changes or updates to this PTU document must be approved by the faculty, dean and the Provost. All revisions and approval dates must be listed in the PTU document.

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Approved by the University, June 8, 2015