The UAF Faculty Senate passed the following at Meeting #201, October 6, 2014:

**MOTION:**

The UAF Faculty Senate moves to reaffirm the Unit Criteria for the Department of Mathematics and Statistics.

**EFFECTIVE:** Upon Chancellor’s Approval

**RATIONALE:** The Unit Criteria Committee reviewed the unit criteria which were submitted by the Department of Mathematics and Statistics. With minor revisions, the unit criteria were found to be consistent with UAF guidelines.

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[Signature]
President, UAF Faculty Senate

[Signature]
Chancellor's Office

DATE: 10/6/14

[Signature]
Chancellor's Office

DATE: _______________
UAF REGULATIONS FOR THE APPOINTMENT AND EVALUATIONS OF FACULTY AND DEPARTMENT OF MATHEMATICS AND STATISTICS UNIT CRITERIA, STANDARDS, AND INDICES

THE FOLLOWING IS AN ADAPTATION OF UAF AND BOARD OF REGENTS' CRITERIA FOR ANNUAL REVIEW, PRE-TENURE REVIEW, POST-TENURE REVIEW, PROMOTION, AND TENURE, SPECIFICALLY ADAPTED FOR USE IN EVALUATING THE FACULTY OF THE DEPARTMENT OF MATHEMATICS AND STATISTICS (DMS). ITEMS IN BOLDFACE ITALICS ARE THOSE SPECIFICALLY ADDED OR EMPHASIZED BECAUSE OF THEIR RELEVANCE TO THE DEPARTMENT'S FACULTY, AND BECAUSE THEY ARE ADDITIONS TO UAF REGULATIONS. THE DOCUMENT GOVERNS EVALUATION OF ALL UAF FACULTY WITH A PRIMARY LOCUS OF RESPONSIBILITIES IN DMS. IT IS NOTED THAT THESE CRITERIA MAY DIFFER FROM THOSE FOUND IN THE NATURAL SCIENCES UNIT CRITERIA. REGULATIONS IN THE NATURAL SCIENCES UNIT CRITERIA DO NOT APPLY TO DMS.

CHAPTER I

Purview

The University of Alaska Fairbanks document, "Faculty Appointment and Evaluation Policies," supplements the Board of Regents (BOR) policies and describes the purpose, conditions, eligibility, and other specifications relating to the evaluation of faculty at the University of Alaska Fairbanks (UAF). Contained herein are regulations and procedures to guide the evaluation processes and to identify the bodies of review appropriate for the university.

The university, through the UAF Faculty Senate, may change or amend these regulations and procedures from time to time and will provide adequate notice in making changes and amendments.

These regulations shall apply to all of the units within the University of Alaska Fairbanks, except in so far as extant collective bargaining agreements apply otherwise.

The provost is responsible for coordination and implementation of matters relating to procedures stated herein.

CHAPTER II

Initial Appointment of Faculty

A. Criteria for Initial Appointment

Minimum degree, experience and performance requirements are set forth in "UAF Faculty Appointment and Evaluation Policies," Chapter IV. Exceptions to these requirements for initial placement in academic rank or special academic rank positions shall be submitted to the chancellor or chancellor's designee for approval prior to a final selection decision.
B. **Academic Titles**

Academic titles must reflect the discipline in which the faculty are appointed.

C. **Process for Appointment of Faculty with Academic Rank**

Deans of schools and colleges, and directors when appropriate, in conjunction with the faculty in a unit, shall observe procedures for advertisement, review, and selection of candidates to fill any vacant faculty position. These procedures are set by UAF Human Resources and the Campus Diversity and Compliance (AA/EEO) office and shall provide for participation in hiring by faculty and administrators as a unit.

D. **Process for Appointment of Faculty with Special Academic Rank**

Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.

E. **Following the Selection Process**

The dean or director shall appoint the new faculty member and advise him/ her of the conditions, benefits, and obligations of the position. If the appointment is to be at the professor level, the dean/director must first obtain the concurrence of the chancellor or chancellor's designee.

F. **Letter of Appointment**

The initial letter of appointment shall specify the nature of the assignment, the percentage emphasis that is to be placed on each of the parts of the faculty responsibility, mandatory year of tenure review, and any special conditions relating to the appointment.

This letter of appointment establishes the nature of the position and, while the percentage of emphasis for each part may vary with each workload distribution as specified in the annual workload agreement document, the part(s) defining the position may not.

**CHAPTER III**

**Periodic Evaluation of Faculty**

A. **General Criteria**

Criteria as outlined in "UAF Faculty Appointment and Evaluation Policies," Chapter IV, AND DMS UNIT CRITERIA, STANDARDS AND INDICES evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university. **THE DMS RECOGNIZES THE VALUE OF ACADEMIC AND SCHOLASTIC DIVERSITY. AS SUCH, THE UNIT DOES NOT REQUIRE EACH CANDIDATE DEMONSTRATE EQUAL STRENGTH IN EACH AREA OF TRIPARTITE RESPONSIBILITY. CANDIDATES WILL BE RANKED IN EACH AREA BY THE DMS PEER REVIEW COMMITTEE (PRC).** THE
2. ASSISTANT PROFESSOR A FACULTY MEMBER AT THE ASSISTANT PROFESSOR RANK IS NOT A DEFINITION OF A "SUSTAINED PERFORMER." A FACULTY MEMBER SHOULD HAVE DEMONSTRATED A SUSTAINED PERFORMANCE IN ALL THEIR AREAS OF RESPONSIBILITY. WHILE A SUSTAINED PERFORMANCE IN ALL THEIR AREAS OF RESPONSIBILITY IS NOT NECESSARY FOR TENURE, A FACULTY MEMBER WHO SHOWS A SUSTAINED PERFORMANCE IN ANY AREA WILL BE CONSIDERED FOR PROMOTION ON THE BASIS OF that area.

TIME OR APPLICATION FOR TENURE.

A candidate must have earned doctorate or demonstrated equivalent level. The rank of assistant professor at the assistant professor rank is not a definition of a "sustained performer." A faculty member should have demonstrated a sustained performance in all their areas of responsibility. While a sustained performance in all their areas of responsibility is not necessary for tenure, a faculty member who shows a sustained performance in any area will be considered for promotion on the basis of that area.

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STUDENT AND CONSULTING CONSULTING FOR STUDENTS' ASSISTANCE.

OF IDEAS OUTSIDE THE CLASSROOM INCLUDES, BUT IS NOT RESTRICTED TO,

contemporary development, and academic research, and testing and evaluation activities.

The Dissemination

Graduate students should be well supervised and encouraged, especially in their major courses, in research, instruction, and training for their academic advisor, and for their academic advisor, a well-trained advisor. The advisor, as well as individual research groups, may provide supervision and advice in research and training.

A laboratory of field and preparatory activities such as preparation for lectures, selecting up

Institution includes assigned in classroom, correspondence to educational methods, and the particular teaching mission of the unit.

Appropriate skills and knowledge to students. The nature of institutional will vary for each faculty.

B. Criteria for Instruction

The dean of the relevant college/school shall determine which of the criteria shall be appropriate for these faculty.

Bipartite Faculty

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Bipartite Faculty

RANKED SATISFACTORY, THE OTHER MUST BE OUTSTANDING.

SERVICE IN THE VOTE OF THE PRO. IF ONE OF TEACHING OR RESEARCH IS

ATTAINED AT LEAST A SATISFACTORY RATING IN TEACHING, RESEARCH AND

BE TAKEN BY THE PRO. A SUCCESSFUL CANDIDATE PROFESSIONAL JOB

STANDED OVER A SIGNIFICANT INTEGRAL OF TIME. SPECIFICALLY, IN THE

DEMONSTRATED OUTSTANDING PERFORMANCE IN THEIR FIELDS WHICH IS

DEMONSTRATED CONTRIBUTION TO THE UNIVERSITY AND THE

TOTAL CAN BE MADE UPON CAREFUL CONSIDERATION OF THE CANDIDATE'S

PROFESSOR. THIS IS THE GREATER SINGLE HONOR THAT THE UNIVERSITY

RESEARCH, TEACHING, AND SERVICE.

THOSE RANK ARE EXPECTED TO DEMONSTRATE A CONTINUING DEVIATION TO

QUALITY, INSTRUCTION, AND RESEARCH IS IMPORTANT. THOSE WORKING AT

ASSISTANT PROFESSOR IN ORDER TO QUALIFY FOR THIS RANK, A RECORD OF

DEMONSTRATE A COMMITMENT TO TEACHING, RESEARCH, AND SERVICE.

PROC.
STUDENTS IN THE DESIGN OF EXPERIMENTS; DIRECTING UNDERGRADUATE AND GRADUATE RESEARCH. FURTHER, IT INCLUDES PUBLICATION OF TEXTBOOKS THAT ARE PRINCIPALLY INTENDED FOR CLASSROOM USE.

1. Effectiveness in Teaching
Evidence of excellence in teaching may be demonstrated through, but not limited to, evidence of the various characteristics that define effective teachers. Effective teachers

a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;

b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;

d. emphasize regular feedback to students and reward student learning success;

e. demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;

f. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;

g. may receive prizes and awards for excellence in teaching.

H. DEMAND HIGH PEDAGOGIC STANDARDS ESSENTIAL TO THE DEPARTMENT'S MISSION.

I. DEVELOP A TEXTBOOK THAT IS USED EXTERNAL TO UAF.

2. Components of Evaluation
Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum material, recruiting and advising, training/guiding graduate students, etc., provided by:

a. systematic student ratings, i.e. student opinion of instruction summary forms,

and at least two of the following:

b. narrative self-evaluation,

c. peer/department chair classroom observation(s). THIS IS REQUIRED FOR UNTENURED
EXPOSITION AND NOT RESEARCH DOCUMENTS.

Gather Material Found in Other Locations Will Be Considered to Be
Book Will Be Based on the Exposition of New Ideas. Books That Only
In Internal Company Reports. The research Contributions Found in A
That Is Done by Private Contractors Be Considered II. Apparents Only
Researchers That Are Published in Non-Refereed Preprints. Non-Will Work
By Others External To UAR. As Such, Little Consideration Will Be Given
Be Presented in A Public Forum Where Its Contribution Can Be Judged
Developed And Research Done Through Consultation. The Work Must
Whatever the contribution, research, scholarly or creative activities must have one or more of the following characteristics:

a. They must occur in a public forum.

b. They must be evaluated by appropriate peers.

c. They must be evaluated by peers external to this institution so as to allow an objective judgment.

d. They must be judged to make a contribution.

2. Components of Research, Scholarly and Creative Activity

Evidence of excellence in research, scholarly, and creative activity may be demonstrated through, but not limited to:

a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.

b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.

c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.

d. Exhibitions of art work at galleries, selection for these exhibitions being based on rigorous review and approval by juries, recognized artists, or critics.

e. Performances in recitals or productions, selection for these performances being based on stringent auditions and approval by appropriate judges.

f. Scholarly reviews of publications, art works and performance of the candidate.

g. Citations of research in scholarly publications.

h. Published abstracts of research papers.

i. Reprints or quotations of publications, reproductions of art works, and descriptions of interpretations in the performing arts, these materials appearing in reputable works of the discipline.

j. Prizes and awards for excellence of scholarship.

k. Awards of special fellowships for research or artistic activities or selection of tours of duty at special institutes for advanced study.
1. Criteria for Public and University Service

Administrators:

A reading audience of education policymakers, teachers and to each research community, this includes journals developed value. Peer-reviewed journals intended for the broadest audience interested in research and original research in addition to research that may also include development or mathematical curricula. This includes publications in leading international journals and meeting research goals.

Alphabetically:

Significant contributions. Candidate's publications should be compared to those noted above, with individual authors in the same or related disciplines. The quality of candidate's publications should be compared.

Publications rates of low quality publications should be discouraged. Candidates should not try to meet a research publication in terms of number of papers published. Further, heavy dissemination in special research should not be emphasized. This is only an approximate goal. The more important goal is to have at least two papers per year at a level or above the level of work. Research results should be measured by quality, imagination, and expertise in the processes of discovery, analysis, and synthesis for the development of data, general plan, and applied material, and where applicable, development of processes or instruments useful in solving problems, such as computer programs.
Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside the University of Alaska Fairbanks. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities in furtherance of the goals and mission of the university and its units. Such service may occur on a periodic or limited-term basis.

Examples include, but are not limited to:

a. Providing information services to adults or youth.

b. Service on or to government or public committees.

c. Service on accrediting bodies.

d. Active participation in professional organizations.

e. Active participation in discipline-oriented service organizations.

f. Consulting.

g. Prizes and awards for excellence in public service.

h. Leadership of or presentations at workshops, conferences, or public meetings.

i. Training and facilitating.

j. Radio and TV programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences and other educational media.

k. Judging and similar educational assistance at science fairs, state fairs, and speech, drama, literary, and similar competitions.

2. University Service

University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:

a. Service on university, college, school, institute, or departmental committees or governing bodies.
b. Consultative work in support of university functions, such as expert assistance for specific projects.

c. Service as department chair or term-limited and part-time assignment as assistant/associate dean in a college/school.

d. Participation in accreditation reviews.

e. Service on collective bargaining unit committees or elected office.

f. Service in support of student organizations and activities.

g. Academic support services such as library and museum programs.

h. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.

i. Mentoring OF FACULTY.

j. Prizes and awards for excellence in university service.

K. SERVICE AS OUTSIDE REVIEWER ON UAF THESIS COMMITTEES.

L. PREPARATION OF UNIVERSITY REPORTS.

M. CONSULTING WITH UAF FACULTY IN AND OUTSIDE DMS IN DISCIPLINE SPECIFIC ACTIVITIES THAT ARE NOT COUNTED AS RESEARCH (E.G. THAT DO NOT LEAD TO A COAUTHORED PUBLICATION).

3. Professional Service

a. Editing or refereeing articles or proposals for professional journals or organizations.

b. Active participation in professional organizations.

c. Active participation in discipline-oriented service organizations.

d. Committee chair or officer of professional organizations.

e. Organizer, session organizer, or moderator for professional meetings.

f. Service on a national or international review panel or committee.

PROFESSIONAL SERVICE INCLUDES, BUT IS NOT LIMITED TO, JOURNAL WORK, SERVICE TO NATIONAL PROFESSIONAL ORGANIZATIONS, WORKING
WITH TESTING ORGANIZATIONS TO DEVELOP STANDARDIZED EXAMS, EDITING FOR TEXTBOOK AND SCIENTIFIC PUBLISHERS, ORGANIZING CONFERENCES, DEVELOPING, ORGANIZING OR PRESENTING IN-SERVICE TRAINING PROGRAMS, GIVING COLLOQUIUM LECTURES, REVIEWING PROPOSALS AND BOOKS. IT INCLUDES PRESENTATION OF EXPOSITORY MATERIAL INCLUDING EXPOSITORY TEXTS, WHICH ARE NOT PRIMARILY MEANT FOR CLASSROOM USE. OUTREACH TO EDUCATORS (E.G. OFFERING INSERVICE WORKSHOPS OR INSTITUTES FOR K-12 MATHEMATICS TEACHERS) IS ALSO APPROPRIATE PROFESSIONAL SERVICE FOR DMS FACULTY.

4. Evaluation of Service
Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements. In formulating criteria, standards and indices for evaluation, promotion, and tenure, individual units should include examples of service activities and measures for evaluation appropriate for that unit. Excellence in public and university service may be demonstrated through, e.g., appropriate letters of commendation, recommendation, and/or appreciation, certificates and awards and other public means of recognition for services rendered.

RATIONALIZATION AND COMMENTARY

THE ABOVE PORTION OF THIS DOCUMENT IS MEANT TO OUTLINE THE PROCESS AND INDICES OF EVALUATION. WHAT FOLLOWS BELOW ARE A FEW REMARKS MEANT TO GIVE SOME EXPLANATION TO THIS SCHEMATIC.

FOR PROMOTION TO THE LEVEL OF ASSOCIATE PROFESSOR A RECORD OF QUALITY INSTRUCTION AND RESEARCH IS IMPORTANT. THE DMS RECOGNIZES THAT AT THE LEVEL OF ASSISTANT PROFESSOR, SERVICE IS SECONDARY TO TEACHING AND RESEARCH. THIS DOES NOT IMPLY SERVICE AT THIS LEVEL IS UNIMPORTANT. FACULTY NEW TO THE PROFESSION CAN PROFITABLY SPEND THEIR TIME ESTABLISHING A RESEARCH RECORD AND PERFECTING TEACHING TECHNIQUE.

DMS TAKES EXCEPTION WITH IDEAS FOUND IN CERTAIN QUARTERS ON SPECIFIC AND OBJECTIVE MEASURES OF IMPACT FACTORS. TO QUOTE FROM THE OCTOBER 2006 NOTICES OF THE AMERICAN MATHEMATICAL SOCIETY,

"PEOPLE MISUSE THE IMPACT FACTOR BECAUSE THERE ARE NO EXPLICIT PRINCIPLES GOVERNING ITS INTERPRETATION. THE IMPACT FACTOR IS USED TO MEASURE THE VALUE OF THINGS FOR WHICH IT WAS NEVER INTENDED (ARTICLES AND AUTHORS, FOR EXAMPLE), AND IT IS USED TO MAKE FAULTY COMPARISONS BETWEEN UNLIKE OBJECTS, INCLUDING JOURNALS THEMSELVES...FOR DECADES, SCHOLARS HAVE COMPLAINED ABOUT THE MISUSE OF THE IMPACT FACTOR, AND THERE IS EXTENSIVE
When judging the work of most mathematicians, the key measure
2009, Pull 80% were from refereed journals.
of all items covered by Mathematical Reviews in the years 2001-
Rather than rate the information above about those who have
2010.
-Refereed journals. Only three publications were books. In fact,
20% were from refereed journals. Only three publications were books. In fact,
of the 274 publications by these Guggenheim fellows, 75% were in
highly productive mathematicians.
awards. These two groups represent an exceptional group of
or fewer articles per year in the five years preceding their
fellowships in 2003-2006 shows that 70% publish an average of two
papers a year. A study of the 40 mathematicians winning Sloan
Even some of the best young mathematicians publish relatively
publication are common.
Many mathematics research is not considered in time-sensitive, delays in
mathematics teaches on a mathematical question and since
related fields. And since an article typically represents a
related collection of journals, than in most
conferences proceedings or books. The mathematician literature
research is published in refereed journals. Rather than
compared to some other sciences, the majority of mathematicals
compared to other disciplines in several fundamental ways.
other disciplines in natural sciences but is publication practices differ from these
natural sciences. But is publication practices part of that in physical and
Mathematics is often considered as a part of the physical and
paper released by the American Mathematical Society.
To further underscore the above points, we quote from a 2006 White
Responsibility of each member of the PRC
Quantity Marking such decisions is hard work but a necessary
scholarly peers. Subjective though they may be, are the best judges of
must add personal judgment by PR and outside evaluations.
This strongly maintains that in addition to any quantitative metrics we
number to compete.

"It is not surprising that prestigious and sometimes incomprent
literature of such complaints and admonitions. But in a world
If is not surprising that prestigious and sometimes incomprent
evaluations use a poorly understood, but easily calculated,
number to compete. The view supports this view."

Evaluations use a poorly understood, but easily calculated,
DISTINCTIONS FROM OTHER ACADEMIC DISCIPLINES CAN BE FOUND AT:

FURTHER INFORMATION ON THE CULTURE OF MATHEMATICS AND IMPACT, DEPTH AND ORIGINALITY.

TO SUMMARIZE, THE PRIMARY RESEARCH METRIC IS NOT NUMBER OF PUBLICATIONS, NOR NUMBER OF CITATIONS, NOR QUALITY OF GRANT MONEY. IT IS RESEARCH RESULTS AS MEASURED BY QUALITY, IMAGINATION, LONG TERM IMPACT, DEPTH AND ORIGINALITY.

WITHOUT RESEARCH FUNDING, CANNOT CONSIDER FUNDING OR GRANT PROPOSALS TO BE THE GOAL. ABSENCE OF FUNDING MAY NOT NECESSARILY SPEAK AGAINST THE CANDIDATE. OPPORTUNITY IN THE WAY OF EXTERNAL FUNDING, ACCORDINGLY, THE ABILITY CERTAIN DISCIPLINES FOUND IN MATHEMATICAL SCIENCES HAVE LITTLE