This document serves as a description of expectations regarding teaching, research, service, and interpersonal relationships for candidates for tenure in the Department of Statistics.

**Teaching:** A good teaching record is a necessary part of a successful case for tenure. The tenure candidate should demonstrate willingness to be involved in teaching at both the undergraduate and graduate levels and must exhibit a commitment to mentoring students outside the classroom. Good teaching should instill an understanding of basic statistical methodology and theory. It should promote the ethical use of data for majors and non-majors alike. And it should inspire mathematical and statistical science students to further their education through advanced courses and research. Indicators of effective teaching include:

- Teaching innovations.
- Peer reviews.
- Student evaluations.
- Course development.

**Research:** The Department of Statistical Science aspires to be highly regarded for the quality of its research, and consequently expectations regarding the independent scholarly record for tenure are high. Successful candidates for tenure should:

- Present evidence of regular attempts to secure external funding.
- Be a part of a multi-year externally funded research program with levels of funding similar to those of faculty in peer R1 universities at some point in their pre-tenure years, and their accumulated body of work should convincingly indicate that they will be successful in securing continuing funding as tenured faculty members.
- Regularly present their work at conferences and/or departmental seminars.
- Produce two articles in peer-reviewed journals per year.
  - Publication and citation rates of faculty from departments of statistics at R1 universities will also be used as a guide

**Service:** Service activities may be rendered to professional organizations, to the department, to Baylor University, to a church or synagogue, or to community or governmental bodies. Each candidate must be an active member of a faith community.

**Interpersonal Relationships:** Communities thrive when all members contribute to the common good. All faculty members should strive to cooperate and communicate effectively with colleagues and university administrators, state positions tactfully and constructively, and exhibit tolerance of differing philosophies. While realizing that each of us is fallible, each faculty member should attempt to apply Christian principles in all interpersonal relationships.