

FACULTY STANDARDS OF COMPETENCE AND PERFORMANCE

This document serves as a supplement to the College of Liberal Arts and Sciences Standards of Competence and Performance to provide additional expectations appropriate to the department's discipline. It serves to clarify how the collegiate standards can be applied and evaluated within the department.

Department Values Statement

The Department of Mathematics is dedicated to advancing the frontiers of mathematical research and its applications across disciplines. We empower students at all levels to develop deep quantitative skills and a rigorous understanding of most relevant aspects of mathematics, enabling them to apply their knowledge in ways that make meaningful contributions to society. We continue our longstanding tradition of fostering broad engagement in mathematics and cultivating a welcoming, collaborative academic community.

Basic Expectations for All Faculty (All Tracks and Ranks)

Teaching

- Provide clear and reasonable expectations, as well as instructional support and guidance, for student instructors when provided with TA support for a course.
- Aspirational Excellence: Hold, or be actively seeking, external funding which directly supports the faculty member's teaching activities.
 - *Examples include obtaining funding for travel of students to events and developing course materials.*

Service

- Attend faculty meetings. When impossible, submit a reason for absence to the Department Secretary for each missed faculty meeting. This reason should be submitted ahead of time when possible, or as soon as possible afterwards in case of an emergency.
- Mentor and support faculty who are more junior than oneself when requested.
- Seek out and follow through on, to satisfactory completion, enough opportunities to meet one's contractual service effort.
 - *While faculty members are encouraged to consult with the DEO and other resources on their service activities, it is each faculty member's individual responsibility to meet this expectation.*

Tenure-Track Faculty

All Ranks

Teaching

- Participate in the preparation, proctoring, and grading of graduate Qualifying Exams as needed.
- Aspirational Excellence: Hold, or be actively seeking, external funding which directly supports the faculty member's research-related teaching activities.
 - *Examples include obtaining funding for: Research Assistantships, travel of doctoral students to research-related events, and developing course materials related to one's research.*

Research

- Consistently produce (as named author or co-author) refereed publications in reputable, peer-reviewed scientific venues such as journals and/or conference proceedings.
 - *The department acknowledges that subdisciplines differ widely with regard to the time and effort required to produce a significant publication. Accordingly, it is understood that even the most accomplished faculty members may have very different rates of publication. Similarly, subdisciplines differ widely in their publication venues.*
 - *A reputable scientific publication venue is characterized by rigorous peer review, high quality production standards, transparent editorial policies, an active and distinguished editorial board, inclusion in reputable indexing databases, and a history of publishing credible research. One mark of repute for a journal is to be ranked Q1 or Q2 by SJR or Web of Science. Other marks of good reputation include publishing with Wiley, Springer Nature, or other reputable publishing houses.*
 - Baseline Standard: tenure-track faculty are expected to have 3 publications appear in reputable scientific venues during any 3 consecutive calendar years.
 - *Circumstances may arise such as publication backlogs creating a window without enough publications, or a faculty member producing research works greater than the typical length for the field. In such cases, faculty may submit evidence of a comparable level of research productivity.*
- Avoid participating in or contributing to predatory publishing practices, as author or editor.
- Present one's research at venues including conferences, seminars, workshops, and colloquia related to mathematics and its applications.
 - *Other evidence of national reputation beyond invited presentations includes awards from prestigious societies, as well as invitations for prestigious professional service including serving as an editor for reputable journals, and organizing scientific meetings.*
 - Baseline Standard: tenure-track faculty are expected to give 3 presentations in reputable scientific venues, other than our own departmental seminars and colloquium, during any 3 consecutive calendar years.
- Aspirational Excellence: Hold, or be actively seeking, external funding which directly supports the faculty member's research program.

Service

- Effectively mentor graduate students on topics other than research.

Assistant Professor

Teaching

- Serve as primary research advisor for PhD students in a manner consistent with making progress towards satisfying criteria for Associate Professor at the time of going up for promotion.
 - *There is no expectation for an Assistant Professor to serve as primary research advisor for a PhD student in their initial three-year appointment.*
 - Baseline Standard: *In the two academic years preceding submission of the dossier for promotion to Associate Professor, an Assistant Professor is expected to have served as dissertation advisor for at least one doctoral student in each academic year.*

Associate and Full Professor

Teaching

- Serve as primary research advisor (dissertation committee chair or co-chair) for PhD students completing their degrees on a regular basis.
 - Baseline Standard: *Tenured faculty are expected to chair or co-chair at least one successful doctoral defense committee in any 4 consecutive years. Circumstances may arise, such as PhD students changing advisors or leaving the program without a PhD degree, creating a window without chairing or co-chairing enough successful doctoral defense committees. In such cases, faculty members may submit evidence of a comparable level of PhD student advising.*
 - Aspirational Excellence: *Supervise research of two or more doctoral students in each academic year.*

Instructional-Track Faculty

All ranks

- Contribute to departmental program of developing graduate student teaching skills
- Work with campus partners as appropriate such as Center for Teaching, OTLT, and the Office of Student Learning to support student learning
- Act as course steward for certain multi-section courses when assigned, overseeing continuity across semesters, as well as across sections during a single semester