

**Department of Mathematics**  
Departmental Standards for Tenured Faculty Review  
*Approved by the Department November 2011*

**Departmental Mission Statement.** The faculty of the Department of Mathematics strives to advance research and knowledge of mathematics and its applications. We serve a broad audience offering the most relevant mathematics at the right level. We continuously revise curricula in ways that improve students' working skills and intellectual understanding of the subject matter. We seek to produce mathematically literate graduates who can understand and apply mathematics in their careers.

**Preamble.** Throughout his or her career, a faculty member in the Department is expected to teach, advise, and mentor students at the undergraduate and graduate levels, to produce and disseminate scholarly work, and to contribute service to the Department, the College, the University, and the profession. The unit norms for distribution of effort in the Department are 40% teaching, 40% research, and 20% service. Faculty members are expected to be making contributions in these three areas. However, the Department recognizes that the relative contributions in these three areas vary among faculty members and also vary during different stages of an individual faculty member's career. The faculty in the department strives for both individual and collective excellence. This goal of excellence in teaching, mentoring, service, scholarship, and intellectual environment is reflected in the standards in this document. These standards are the same for all tenured faculty members in the Department, unless specialized expectations have been formalized in a Post-tenure Allocation of Effort Agreement.

**Standards for teaching.** Faculty members are expected to teach the equivalent of four 3-hour courses (or 12 "units") per academic year. Faculty members are expected to contribute to both the undergraduate and graduate instructional mission of the Department. Faculty members are required to obtain student evaluations of teaching in every one of their courses, and to include the evaluation summaries in their departmental files. Faculty members are expected to update regularly their courses, develop new courses, and to use the student evaluations of teaching to enhance their teaching effectiveness. Faculty members are expected to be involved in the graduate program in the Department through activities such as teaching graduate students in graduate courses and research seminars, advising and mentoring graduate students, serving on comprehensive examination and Ph.D. dissertation committees, and guiding Ph.D. research. The Department recognizes and appreciates other teaching-related contributions such as evaluating new textbooks, developing new courses and curricula, teaching less popular courses, preparing educational software, publishing pedagogical articles, participating in teaching seminars, writing textbooks, advising and mentoring mathematics majors and other undergraduates, guiding honors projects and undergraduate assistants, guiding independent study, training and supervising Teaching Assistants, applying for grants for curriculum development and graduate student support, and mentoring postdoctoral fellows.

**Standards for scholarship.** The Department expects faculty members' records of scholarship to show continued development and growth as evidenced by publications in refereed research journals or monographs. The current mean number of publications per faculty member is over one per year; however, publication rates may vary depending on the difficulty and scope of the research. Assessments of the scholarly productivity of faculty members are based on careful evaluations of the quality of their publications and their national and international visibility and reputations. Faculty members are expected to attain increasing visibility as their academic careers advance by presenting their work at other universities and at regional, national, and international meetings and conferences. Evidence of superior scholarly achievement and high national and international visibility of faculty members includes having publications in high-quality journals, giving invited talks at regional, national, and international meetings and conferences, organizing national and international research meetings or conferences, reviewing promotion and tenure cases at other universities, reviewing proposals and serving on review panels for NSF or other granting agencies, having editorial responsibilities for scholarly journals, receiving funding for research activities, producing Ph.D. students who are excellent mathematicians, and becoming an acknowledged leader in a field. Faculty members are expected to seek internal and external funding appropriate to their area of specialization and career stage.

**Standards for service.** The Department expects faculty members to provide service and leadership to the Department, the College, the University, and the profession at levels that are consistent with their career stage, their interests and the interests of the institution and of the profession. Increasing levels of service are consistent with increasing seniority. Besides serving on and chairing committees in the Department, the College, the University, and professional societies, other service activities include, but are not limited to, organizing meetings and conferences, preparing reviews for *Mathematical Reviews* or *Zentralblatt für Mathematik*, refereeing conference and journal papers, being on the editorial boards of journals, reviewing grant proposals, reviewing other departments, organizing and participating in outreach programs, promoting diversity, mentoring junior faculty, and assuming administrative and leadership positions in the Department, the College, the University, and the profession.