Performance Expectations for Tenured Faculty  
Department of Mathematics  
January 27, 1995

The following statement establishes minimal standards for adequate performance for the period under review by a faculty member already tenured. It is expected that most tenured faculty members will substantially exceed these minimal standards. This statement does not define the appropriate standard for the granting of tenure, since tenure decisions are only based on assessments of whether the person under review has demonstrated excellence appropriate to the field of assignment.

1. Research (for a faculty member with roughly 47.5% DOE on research).
   The faculty member must show evidence of satisfactory ongoing research activities. In evaluating the research activities of faculty members, the primary factors are the quality and quantity (e.g., diversity of results) of research productivity. Quality is to be judged on the basis of originality, depth, and significance to the field. Evidence to support one’s work shall take the form of existing manuscripts and publications in high quality journals and graduate level books during the period of evaluation. Other important research activities include the securing or submission of proposals for external funding (depending upon the availability of such funding), invited talks at international, national and regional meetings, colloquium talks at other universities, presentations of papers or invited participation at professional meetings, editorships of journals, preparation of grant proposals, and other contributions that may not have been anticipated. Both the national and international reputations of individuals and scholarly activities in the department will be considered.

2. Teaching (for a faculty member with roughly 47.5% on teaching). The faculty member is expected to teach two courses each semester, with reasonable student evaluations, weighted according to such factors as the level of the course, grades given and overall popularity of the course. The faculty member should also be accessible to students, for example, by establishing and meeting regular office hours. It is a College expectation that each faculty member will maintain a teaching repertoire consisting of an appropriate assortment of course offerings; in particular, each faculty member should be able to teach any mathematics course on the undergraduate level. Contributions
to the teaching activities of the department can include not only the
teaching of undergraduate and graduate courses but also supervising
teaching assistants, advising students, preparing syllabi, designing new
courses, developing new approaches to teaching, guiding independent
study, participating in graduate seminars, supervising dissertations,
and obtaining extramural funding for the enhancement of the edu-
cational environment. The quality, quantity and significance of the
total teaching contribution of faculty members will be considered in
evaluating their contributions to the department.

3. Service (for a faculty member with roughly 5% on service). The faculty
member must provide satisfactory service to the department or uni-
versity. All service activities of a faculty members will be considered.
These may be membership in department, college, university, state
and national committees, special assignments (such as colloquium or-
ganizer), organizing conferences, administrative service, and providing
assistance to others in the state (e.g., working on projects associated
with KERA, being involved in community outreach).

In all categories, the quality of the performance is of greater importance
than e.g., the number of published pages, the number of students taught,
and the number of committee meetings attended. It is the responsibility of
the Chairperson, in consultation with the Salary Committee, to judge each
faculty member’s performance using the general principles and the list of
desirable activities listed above, in accordance with the faculty member’s
Division of Effort agreement.