

Mathematics and Statistics Tenure-Track Workload Guidelines

The table below is intended to provide guidelines for what levels of productivity qualify for various teaching loads. It is expected | and appropriate | that individual faculty members will show given levels of activity in di erent ways. Rate of paper production in particular should be considered a very rough guideline: Quality of journals, citations by other researchers, invitations to talk about the work, length of paper, and contribution relative to other coauthors all need to be taken into account. Note that publication in "predatory" journals, i.e journals without legitimate peer review, does not contribute to scholarly output.

In addition, expected rates of publishing vary signi cantly by mathematical/statistical discipline with areas such as number theory on the low side of the examples given and some elds of applied math and applications of statistics on the high side. The ranges for paper production in the boxes below are intended to capture variation in publication rates between disciplines.

In all cases, it is expected that the quality of faculty teaching is strong. For faculty under consideration for 1 & 1 and 1 & 2 teaching loads, there should be no concerns with teaching e ectiveness. Teaching e ectiveness is measured by student course evaluations, peer visits and feedback received by the department chair. Faculty will have an average student course evaluation rating and rigor ≥ 3.5 (Note: both scores on instructor and on rigor should be greater or equal to 3.5).

The table references average yearly output where the average is over a three year period.

Teaching Load	Representative Activity (per-year average)
1 & 1	<p>Extremely successful research program</p> <ul style="list-style-type: none"> Buy out of one course (18% of salary and fringe) OR Four or more papers in excellent journals with some as primary author Significant research funding with some external grants as PI (> \$30K/yr) Advising or Co-advising four graduate students or advising of two graduate students and a postdoc Invited talks at international conferences National recognition of research Average Student Rating and Rigor: ≥ 3.5 (supported by Peer Evaluation)
1 & 2	<p>Very active research program</p> <ul style="list-style-type: none"> Two to six papers in excellent journals PI on externally funded grant Advising or Co-advising at least two graduate students/postdocs or significant involvement in graduate research on par with serving as graduate program coordinator. Co-advising is equivalent to advising 1/2 student. Invited talks at major research institutions Average Student Rating and Rigor: ≥ 3.5 (supported by Peer Evaluation)
2 & 2	<p>Active member of national mathematical sciences community</p> <ul style="list-style-type: none"> One to four papers in good to excellent journals Graduate advising/co-advising/ postdoc advising of at least one person. Co-advising is equivalent to advising 1/2 student. Attendance at national conferences with occasional invited talks Some research funding within past five years
2 & 3	<p>Modestly active research program</p> <ul style="list-style-type: none"> One paper in a good quality journal No significant external research funding One or two local talks Advising or Co-advising of one MS student or significant involvement in graduate research.
3 & 3	<p>Minimal research activity</p> <ul style="list-style-type: none"> One new submitted paper over three-year period No invited or non-local talks No graduate advising or significant involvement in graduate research.
3 & 4	<p>No indication of an active research program</p> <ul style="list-style-type: none"> No submitted or accepted publications over three-year period No research funding No advising of graduate students or significant involvement in graduate research.