

Workload Policy

Each member of the Department is responsible for contributing to the three academic missions of the Department: instruction, scholarship, and service.

Instruction: The basic teaching load in the DMS is two courses per semester for each of the fall and winter semesters. Faculty members may receive one or more course releases per year for time-intensive administrative responsibilities. Currently the chairperson and the associate chairperson receive one course release each semester; the coordinators of the Undergraduate and the Graduate programs and the chief undergraduate adviser receive one course release each academic year. In the absence of an associate chairperson and at the discretion of the Steering Committee, a one-course release for an academic year may be awarded to individuals for work on scholarly activities.

Since the instructional role of the Department is a broad one, faculty at all levels may demonstrate effective teaching ability in many ways. Beginning faculty members are typically assigned courses within their area of expertise or within the confines of the standard undergraduate mathematics curriculum. As time passes, they may be called upon to teach a wider variety of courses in areas outside their immediate expertise and should exhibit a willingness to do so. At the same time, it is clear that the instructional needs of the Department may require that an individual teach a limited range of courses. Effective teaching ability is mainly demonstrated in classroom instruction; it can also be evidenced in such areas as seminar and colloquium activity, mentoring students at all levels, offering independent studies, individual student projects, student advising, supervising graduate students, curriculum and course development, textbook authorship, and the coordination of multi-section courses. This list is not intended to be all-inclusive and individual faculty members will undoubtedly be involved more heavily in some of these areas than others, depending on their individual tastes and abilities and the needs of the Department.

Scholarship: The primary scholarly activity of faculty at all levels should be the production of original research in the mathematical sciences. All pure and applied areas of the mathematical sciences are valid subjects for original research. Evidence of scholarly efforts includes publications in refereed books or journals of the faculty member's field. Other scholarly activities include attending and participating in conference and seminar activity, refereeing and reviewing scholarly articles and books, presenting colloquia, applying for grants and fellowships, and authoring high-level expository works. Consulting efforts are valued as well; publications should result from some of these efforts, and the total package should be roughly equivalent to that expected of someone in a pure area. Publications that result from consulting may be in books or journals of the mathematical sciences, or they may be in books or periodicals devoted to the subject matter of the consultee. The above list of scholarly activities is not intended to be all-inclusive. All scholarly endeavors that contribute to the intellectual growth of the individual as a professional, to the intellectual development of the Department of Mathematics and Statistics, and to the advancement of the disciplines within the area of the mathematical sciences will be considered scholarship.

The department values quality over quantity. Accurate mathematical quantification of scholarship is illusive. It is the responsibility of the individual faculty member, through consultations and discussions with the chairperson, colloquia, seminars, up-to-date vitae, and

formal and informal interactions with other members of the DMS, to provide sufficient evidence of scholarship to allow for reasonable periodic evaluation by the chairperson and/or appropriate departmental committees.

Service: Service consists of professional activities, both within and outside the University, that contribute to the support, maintenance, and growth of the academic environment in which teaching and scholarship can prosper. Examples of such activities include departmental administrative service, organization and coordination of curricular programs, committee service at all levels, participation in governing bodies and programs outside the Department that may contribute to the development and governance of the University, support of other departmental members in the process of carrying out their responsibilities and willingness to share ideas and competencies, administrative service for professional organizations, and extra-University activities in which professional skills and competencies as either a mathematical scientist and/or university professor are used to enhance the public's knowledge and awareness of the mathematical sciences and/or the profession.

While instructional and scholarly activities are present at all stages in a faculty member's career, there is considerable variation in the extent of the service role, both within an individual's career and across individuals.

The service responsibilities of a beginning faculty member are not typically expected to require a major commitment of the person's time. A beginning faculty member is expected to grow as a teacher and scholar. In addition, s/he has generally had little prior training for the service role, may not know where his/her interests lie or what his/her expertise might be, and is unfamiliar with Oakland University. As a result, beginning faculty members are expected to play only a small service role, probably confined to departmental activities. It is expected that the person demonstrate an active and concerned interest in departmental programs and operations and that the person perform his/her Department duties competently and conscientiously. The Department has an extensive service responsibility within the University and values the contributions made by all its members in these areas.

As time goes on, within the Department, a faculty member is expected to play an increasingly broad service role, to play a leadership role in areas to which s/he is assigned, and to take initiatives in helping the Department to do its work.

The development of a faculty member's service role outside the Department is a function of his/her interest, competence, ability to be elected or appointed to committees and representative bodies, and other factors. It is not an easy role to evaluate. Nevertheless, it is expected that, particularly after one achieves tenure, s/he will become a citizen of the University and the larger community in a more active sense and will perform any assigned tasks competently, conscientiously, and willingly.

The Steering Committee will assign departmental service duties to every faculty member in the beginning of each academic year according to departmental needs and based on individual faculty interests.

Every faculty member is required to complete an annual report at the end of each academic year documenting his/her activities in teaching, research, and service.