

**DEPARTMENT OF  
MATHEMATICS AND STATISTICS  
OAKLAND UNIVERSITY  
H A N D B O O K**

**Approved by the Department: November 13, 2018**

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# PREFACE

This Handbook of the Department of Mathematics and Statistics is a record of the Department's activities and procedures. It has been approved by vote of the faculty. It should be updated approximately once each year (in the Fall) and reapproved.

More temporal information can be obtained from the Department's website or directly from the appropriate Departmental officer. In addition, a record of Departmental actions is available through minutes of Department and Steering Committee meetings.

# I. ROLE AND MISSION

The Department of Mathematics and Statistics is strongly committed to excellence in teaching, research and scholarship, and service to the total community. It seeks to be strong in all areas so that it can properly carry out the tasks demanded by the various programs in the University and by the mathematics and statistics professions, as it maintains good relationships with both nonacademic and academic worlds.

## A. Teaching Mission

Department faculty recognize that one of the major tasks of the Department lies in providing appropriate courses and programs to meet the mathematical and statistical needs of students earning degrees in all units of the University. The Department recognizes the need to periodically reevaluate the content of these courses with faculty members from units that require them. Quality instruction is essential if students taking such courses are to develop the needed mathematical and statistical skills and thought processes as well as confidence in themselves. The Department seeks to achieve this level of instruction.

The Department is committed to offering excellent undergraduate degree programs and concentrations in the mathematical sciences to fit the specific career needs of Oakland students, whether these be in government, industry, teaching, or the pursuit of higher education in the mathematical sciences or in other areas that require a high level of mathematical or statistical competence. Toward this end, the Department cooperates fully with other units in the development of programs such as those in Computer Science, Operations Research, Biology, and Applied Statistics, in addition to its own programs.

The Department maintains quality Master's level programs, which prepare students for specific types of careers or advanced graduate education, or give them greater competence in the positions they already hold. The Ph.D. program in Applied Mathematical Sciences was approved in 1996 and became a regular Oakland University program in 2010.

Members of the Department also occasionally teach courses for other units, especially courses in Computer Science in areas in which Department faculty have expertise, and courses for the Honors College.

### **Degree Programs Offered:**

1. B.A. in Mathematics
2. B.S. in Mathematics
3. B.A. or B.S. in Mathematics with Secondary Teaching Certification
4. B.S. in Applied Statistics
5. B.S. in Actuarial Science (a joint program with the Department of Economics)

6. M.A. in Mathematics
7. M.S. in Industrial Applied Mathematics
8. M.S. in Applied Statistics
9. Ph.D. in Applied Mathematical Sciences

### **Non-degree Programs Offered:**

1. Liberal Arts Minor in Mathematics
2. Minor in Applied Mathematics (for students in engineering and computer science)
3. Minor in Applied Statistics
4. Secondary Teaching Minor in Mathematics
5. Mathematics “major” and “minor” for elementary education majors
6. Graduate Certificate Program in Statistical Methods
7. Secondary Teaching Major in Mathematics for post-bachelor students

The Department recognizes the need for a strong advising effort for students in its programs. The opportunities in the area are broad and largely unknown to students when they enter the University. Consequently the Department expends a great deal of time and energy on advising and orientation both in its own right and in cooperation with the several advising offices on campus.

The Department recognizes the need to provide solid mathematical training for those incoming freshmen and others who exhibit deficiencies in their backgrounds. The retention of these students requires the advancement of their abilities. Commitment to the education of disadvantaged and minority students by Oakland demands giving extensive amounts of individual attention to these students and their problems. The Department cooperates fully in this endeavor.

To summarize, the Department feels responsible for maintaining the highest level of mathematical and statistical instruction wherever it may be taught, and its cooperation is geared toward this goal.

In addition to courses for its majors, the Department provides extensive offerings for students in other disciplines and various other constituencies on campus, including:

1. General Education courses
2. required sequences for Business Administration, Education, Computer Science, Engineering, and the physical, life, social, and health sciences
3. courses for the Honors College
4. courses for the Special Programs Office (none currently in place)
5. a remedial and precalculus program from elementary algebra through trigonometry

More details on the instructional activities of the Department can be found in the undergraduate and graduate catalogs, the *Schedule of Classes*, the Department’s World Wide Web pages (<http://www.oakland.edu/math/>), and various brochures and handbooks.

## **B. Scholarly Mission**

The Department is strongly committed to the production of original research in the mathematical sciences as its primary scholarly activity, whether or not this research receives outside support. Each faculty member is encouraged, at each stage of his/her career, to produce and publish original research in his/her area(s) of specialization, in addition to teaching, consulting, and service activities. All pure and applied areas of the mathematical sciences are valid subjects for original research. This commitment to original research is important not only for the professional development of each individual faculty member but also for the reputation of the Department as a whole. The production of original research is essential if the Department is to attract and retain well-qualified individuals and to gain recognition for itself and the University as a basis for other scholarly activities. The Department is also committed to mentoring students in the production and publication of original, high-quality Doctoral Dissertations.

The Department encourages and supports other scholarly activities that contribute to the intellectual growth of individual faculty members as professionals, to the intellectual stimulation of the Department, and to the advancement of the disciplines within the mathematical sciences. In addition, the Department supports activities that stimulate cross-disciplinary scholarship in the academic and industrial sectors. Through its courses and its statistical consulting, the Department provides a high level of statistical analysis so that greater credibility and reliability are achieved. The Department also encourages cooperative and consulting efforts between industries in southeastern Michigan and faculty with interests in such areas as statistics, computer graphics, and applied mathematics. Throughout the University the Department cooperates in the research efforts of other academic units by participating in the construction and administration of their doctoral programs and by consulting on research in these areas.

In order to carry out its scholarly mission, the Department commits resources to a number of support activities. These activities include the library, the colloquium series, internal seminar activities, attendance at and participation in professional meetings, the availability of time and personnel for research, the effective use of sabbatical and other leaves, adequate secretarial assistance, and the adoption of departmental policies that support this mission.

In order to keep pace with current development, members of the Department must be able to consult research journals and books on a timely basis. The Department maintains active involvement with the library so as to have the appropriate journals and books on hand and to make them available on a regular basis to enhance research activities. In addition, it subscribes to a small library of journals locally, and it works with the library to maintain access to electronic sources of research information, such as MathSciNet.

Another important aspect of the scholarly mission is interaction with scholars at other institutions. The Department provides funds for a full-time colloquium series as well as occasional conferences. Such interaction helps members of the Department keep abreast of current developments in their fields, and to become better known to scholars at other institutions. Furthermore, members of the Department are encouraged to travel to conferences to present the results of their efforts and to be aware of the results of others.



Beyond these brief interactions, the enhancement of longer-term collaboration is a vital part of the scholarly mission. Having groups of regular or visiting faculty members with similar research interests on campus is an important stimulus to research because it provides the opportunity to conduct ongoing seminars and to have continuing discussions about research problems and results. In addition, the Department is committed to recruiting individuals in such a way as to avoid isolating an individual in his/her particular research area.

The Department also must provide adequate secretarial resources for the timely typing of letters, research papers, referee's reports, reviews, monographs, and books.

In all of these activities the Department provides an atmosphere conducive to the production of original research, to the advancement of knowledge and understanding of the mathematical sciences, and to the development of its reputation as one of the nation's outstanding research departments among institutions of its scope and mission.

## **C. Service Mission**

The Department is committed to serve both the University and its neighboring community. The Department's service mission is mingled with its teaching mission through its many course offerings to fulfill academic requirements from other units, and with its scholarly mission through its community outreach activities.

The Department's outreach activities include, among other things, collaboration projects and contracts with the industrial community on research problems and/or educational development, faculty lectures to neighboring schools, national mathematics competitions (Putnam Exam), the Statistical Consulting Service for on- and off-campus clients, Summer Mathematics Institute for talented high school students, a colloquium series with speakers from diverse areas of mathematical sciences, and professional workshops and conferences bringing international and national experts to share their state-of-the-art findings with the University and neighboring community.

The service mission also includes the very active participation of its faculty in all phases of campus life such as serving on College and campus-wide committees and dissertation committees of other units, and in its work with professional organizations and the communities in which faculty members reside.

## II. GOALS AND OBJECTIVES

### A. Long-term Goals

1. To establish a working procedure for the national and international recruitment of quality students into the graduate programs.
2. To develop a long-term faculty recruitment plan whose goals include supporting current areas of research.
3. To build the Department's image (and that of mathematics generally) with other Oakland faculty, students, prospective students, and the public. To foster recognition within the mathematical and statistical community of the quality of the scholarly activities of our faculty. To obtain more outside funding for these activities.
4. To encourage the growth of scholarly activity; conducting extensive searches for funding of scholarly activities, participating in professional meetings, assisting the library with library holdings and electronic access vehicles, continuing exchanges and involvements with mathematicians and statisticians at nearby institutions and industries, and being involved with interdisciplinary scholarly activities.
5. To expand the Ph.D. program in applied mathematical sciences.
6. To strengthen the undergraduate major programs and increase the number of majors and minors.
7. To work with SEHS to ensure the mathematics education of elementary teachers are up to the standards set by national and state professional authorities.
8. To continue to coordinate service courses with sponsoring academic units to ensure the suitability and integrity of those courses.
9. To work to establish a universal mathematics literacy requirement for all Oakland undergraduates.
10. To enrich our general education offerings. To develop a capstone mathematics undergraduate experience.
11. To remain abreast of national curricular trends.
12. To develop and expand our cooperative ventures.

### B. Short-term Goals

1. To monitor the placement process in order to enable students to start their mathematics education at Oakland University in the proper course.
2. To strengthen further the pre-college and pre-calculus offerings through assessment and curricular revision, by working closely with The Tutoring Center and by placing emphasis on coordination of courses and the quality and uniformity of instruction.
3. To identify ways in which the Department can, through its policies, further encourage active involvement in research, whether or not it obtains outside support.

4. To establish and enhance cooperative connections between faculty for the applied mathematical sciences program and industries in southeastern Michigan.
5. To maintain a strong colloquium series that includes external speakers.
6. To develop a more systematic plan for recruiting graduates of Michigan colleges and universities to the Oakland graduate programs in mathematics and statistics.
7. To reinforce and to build understandings with mathematics departments of nearby high schools.
8. To maintain our current level of secretarial support and encourage additional training of the secretarial staff in useful and appropriate hardware and software to increase quality and productivity.
9. To continue to coordinate graduate courses that support graduate programs in engineering and the sciences with sponsoring academic units to ensure the suitability and integrity of those courses.
10. To encourage and maintain industrial activities consistent with the Department's scholarly mission.
11. To seek to develop cooperative graduate programs with industries in southeastern Michigan.
12. To develop Summer programs for different groups such as junior high students.
13. To find more space for departmental offices and commons areas.
14. Keep alumni and friends aware of the happenings of the Department through an annual newsletter.
15. To recruit individual faculty members in order to avoid isolating Department members in their particular research area.

## **III. Administrative Structure**

### **A. Chairperson**

The role and duties of the Chairperson include but are not limited to:

- a) Making recommendations to Oakland concerning all departmental faculty and staff appointments, reappointments, and promotions; faculty salaries, leaves of absence and travel authorizations.
- b) Making recommendations to Oakland concerning the discipline or discharge of any person assigned to the Department.
- c) Making recommendations to Oakland concerning course offerings and schedule assignments of departmental faculty.
- d) Submitting budget requests and administering the departmental budget within the policies established by Oakland.
- e) Exercising academic leadership in the teaching, research, and other activities of the Department.
- f) Preparing an annual report of departmental activities in a timely fashion.
- g) Preparing annual feedback to faculty members in a timely fashion.
- h) Presiding over monthly meetings of the Department.

In addition, the Chairperson seeks input from and provides input to the various Department committees so that s/he and they can function properly. S/he chairs the Department's Personnel and Salary Advisory Committees. The Chairperson serves as liaison and spokesperson to the University administration and in this capacity conveys the departmental needs for additional faculty members, equipment, etc., in order for the Department to handle its instruction and research programs at a high level of quality. S/he is responsible for the maintenance of a participatory environment that is conducive to the achievement of all departmental goals and objectives. In all of these activities, the Chairperson is expected to operate within a collegial governance structure and to fully involve department members in decision-making processes.

### **B. Associate Chairperson**

Duties of the Associate Chairperson include but are not limited to:

- a) Scheduling classes
- b) Handling student problems
- c) Assigning graders to appropriate courses
- d) Arranging room assignments and structure in final exams for multisectioned courses
- e) Advising the Chairperson
- f) Serving as Secretary for Steering Committee and Department meetings
- g) Overseeing part-time faculty and teaching associates, including

- conducting orientation for new TAs
- h) Arranging for emergency teaching substitutes
- i) Deputizing for the Chairperson in his or her absence as appropriate

## **C. Coordinator of Graduate Programs**

The Coordinator of Graduate Programs has the following duties and responsibilities:

- a) Chairing the Department's Committee on Graduate Programs.
- b) Administering all phases of the Department's graduate programs, including development of proposals for new programs and recruitment of students.
- c) Determining budget, staff, and equipment needs for proper implementation of graduate programs.
- d) Assisting the Chairperson in the evaluation, appointment, and utilization of the Industrial Advisory Committee.
- e) Advising the Chairperson and Associate Chairperson on appropriate course schedules to meet the needs of the graduate programs.
- f) Preparing an annual report on graduate programs, listing objectives and achievements.
- g) Managing the graduate assessment program.

## **D. Coordinator of Undergraduate Programs**

The Coordinator of Undergraduate Programs has the following duties and responsibilities:

- a) Chairing the Department's Committee on Undergraduate Programs.
- b) Administering all phases of the Department's undergraduate programs, including the placement and advising of students.
- c) Leading in ongoing review of the undergraduate program and in the preparation of detailed syllabi for selected courses.
- d) Determining budget, staff, and equipment needs for proper implementation of undergraduate programs.
- e) Advising the Chairperson and Associate Chairperson on appropriate course schedules to meet the needs of the undergraduate programs.
- f) Preparing an annual report on undergraduate programs, listing objectives and achievements.
- g) Managing the undergraduate assessment program.

## **E. Coordinator of Scholarly Activities**

The Coordinator of Scholarly Activities has the following duties and responsibilities:

- a) Chairing the Department's Committee on Scholarly Activities.
- b) Leading in the development of a strong colloquium series, the coordination of seminar activity, and the development of research proposals.
- c) Determining budgetary and other needs relating to scholarly activities.
- d) Preparing an annual report on scholarly activities, listing objectives and achievements.
- e) Overseeing library acquisitions and access to electronic information sources.
- f) Coordinating the industrial outreach efforts of the department.

## IV. Committees and Appointments

### A. Steering Committee

#### **Composition:**

1. Chairperson of Department (Chairperson)
2. Associate Chairperson
3. Coordinator of Graduate Programs
4. Coordinator of Undergraduate Programs
5. Coordinator of Scholarly Activities
6. One tenured faculty member to be elected at large by the Department to serve as Department Representative in the Assembly of the College of Arts and Sciences, for two years, renewable
7. One tenured faculty member to be elected at large by the Department, for one year, renewable

Elections take place at the Department meeting held at the end of the Winter Semester. If the 2-year elected member is an elected member of the Assembly of the College of Arts and Sciences, then the 1-year elected member will serve as the Department Representative. If both the 2-year elected member and the 1-year elected member are elected members of the Assembly, then an election will be held to determine who will serve as the Department Representative for a 2-year term.

#### **Function:**

The function of this Committee is to coordinate and oversee all departmental activities, to prepare agendas for and to schedule all Department meetings, to review all documents to be presented for the Department approval, and to provide advice and counsel to the Chairperson on a continuing basis, including the appointment of committee members. Appointments are to be communicated to the Department as early as possible in the Fall Semester. The Steering Committee will meet regularly and the Department members will be kept fully informed about all matters inside and outside the Department that are relevant to any activity of the Department. Minutes of Steering Committee meetings will be provided to all members of the Department. Any complaints, suggestions, etc. should be made directly to the Chairperson or to members of this Committee. The Associate Chairperson takes and publishes minutes of the Committee's meetings and the Department meetings. The Steering Committee oversees the update of the Departmental Handbook.

## **B. Committee on Graduate Programs**

### **Composition:**

1. Coordinator of Graduate Programs (Chairperson)
2. Chairperson, ex officio
3. Size and membership to be determined in Fall Semester; members appointed by Steering Committee.

### **Function:**

(See also the duties of Coordinator of Graduate Programs in Section III.C.)

1. To administer all phases of the graduate programs.
2. To prepare course schedule projections for all graduate programs.
3. To review, develop, and implement procedures for admission and placement in programs, along with advising, evaluation, and dismissal procedures.
4. To approve candidates for graduation.
5. To maintain contact with other related graduate programs and with industries through the Advisory Committee.
6. To run the graduate assessment program.

## **C. Committee on Undergraduate Programs (CUP)**

### **Composition:**

1. Coordinator of Undergraduate Programs (Chairperson)
2. Chief Undergraduate Adviser
3. Member of University's professional advising staff or other appropriate external person, selected by Steering Committee; nonvoting
4. Size and membership to be determined in Fall Semester; members appointed by Steering Committee.

### **Function:**

(See also the duties of Coordinator of Undergraduate Programs in Section III.D.)

1. To administer all phases of our present undergraduate programs.
2. To maintain good relations with other Oakland units that are served by our programs.
3. To recommend and implement satisfactorily necessary curricular changes.
4. To prepare detailed course syllabi for selected key courses.
5. To review, develop, and implement procedures for admission and



- placement in programs and courses, along with advising procedures.
6. To advise the Chairperson on the schedule of offerings of all undergraduate courses.
  7. To approve candidates for graduation and recommend candidates for departmental honors, and to make admissions decisions on candidates for the Secondary Teacher Education Program (STEP).
  8. To run the undergraduate assessment program.

## **D. Committee on Scholarly Activities**

### **Composition:**

1. Coordinator of Scholarly Activities (Chairperson)
2. Library Coordinator
3. Colloquium Chairperson
4. Size and membership to be determined in Fall Semester; members appointed by Steering Committee

### **Function:**

(See also the duties of Coordinator of Scholarly Activities in Section III.E.)

1. To continue the development and maintenance of a high quality library suitable for our needs, as well as electronic access to Mathematical Reviews and other sources of timely information.
2. To develop a high quality colloquium program.
3. To encourage and support seminar activity.
4. To be a source of information concerning research grants and outside funding.
5. To be a catalyst in the development of scholarly activities.
6. To establish and enhance industrial outreach activities.

## **E. Personnel Committee**

### **Composition:**

Five (or six) tenured persons, all with voting rights, with the Department Chairperson as chairperson. Two persons shall be elected by the Department in the beginning of each Fall Semester for two years, renewable. In addition, the Steering Committee may, at its option, select a sixth individual to serve for one year. No person who is being reviewed in a given year may serve on the Personnel Committee that year.

### **Function:**

(See also Section VII.B.)

1. To prepare a Department recruiting strategy.
2. To administer or assist in the administration of all phases of personnel action.
3. To prepare dossiers for reappointment and promotion.
4. To develop and implement effective evaluation procedures.
5. To conduct ongoing review of all personnel procedures.
6. To advise the Chairperson on visiting and part-time positions.
7. To serve as a search committee for staff positions.

## **F. Salary Advisory Committee**

### **Composition:**

Chairperson, four elected members, one elected alternate. Elections are held at the beginning of the Winter Semester each year. (See Section VI below for details.)

### **Function:**

See Section VI below. Subject to the authority of the Department as a whole, the Salary Advisory Committee is the exclusive Departmental body dealing with salary matters.

## **G. Computer Committee**

### **Composition:**

Size and membership to be determined in Fall Semester; members appointed by Steering Committee.

### **Function:**

(See also Section IX.C.)

1. To maintain the hardware and software for DMS computer labs (incl. the placement test room).
2. To maintain the license managers on the license servers (Mathematica, Maple, Matlab, Minitab, etc.)
3. To maintain the department web pages.
4. To publicize the accomplishments of Department members to the outside world.
5. To maintain the scheduling system assigning classes to instructors.
6. To serve as liaison with the University and College technical support personnel.

7. To produce the prerequisite lists at the start of every semester.
8. To serve as a software-related resource for colleagues.

## **H. Instructional Supervision Committee**

### **Composition:**

1. Associate Chairperson (Chairperson)
2. Size and membership to be determined in Fall Semester; members appointed by Steering Committee

### **Function:**

1. To monitor the activities of the teaching associates and part-time faculty, and write reports of classroom visitations, as specified in Section VII.A.

## **I. Classroom Visitation Committee**

### **Composition:**

All full professors in the Department; the Department Chairperson is the chairperson.

### **Function:**

1. To visit the classrooms of all tenure-track faculty below the rank of Full Professor, and write reports of classroom visitations, as specified in Section V, first appendix.

## **J. Other Appointments**

All appointments made by the Steering Committee or the Chairperson.

1. Undergraduate Advisers
2. Graduate Advisers
3. MAA Liaison
4. SBA Liaison
5. SEHS Liaison
6. SECS Liaison
7. The Tutoring Center Liaison
8. Putnam Exam Coach
9. Departmental grade database maintainers
10. Adviser to student mathematics club

11. Secondary Education Council Representative
12. Grader Coordinator
13. Library Coordinator
14. Colloquium Committee Chairperson
15. Ad hoc committees as the need arises (e.g., textbook selection committees and faculty position search committees).
16. Director of the OU Summer Mathematics Institute

## **K. Industrial Advisory Committee**

In 1978–1979 the Department established an Industrial Advisory Committee consisting of personnel from industries who have been trained in the mathematical sciences and who are leaders in their respective corporations. The members of this Committee serve the Department collectively in the following ways:

1. Will provide continuing contacts for exchanges of information.
2. Will provide technical advice in the development of applied mathematics and statistics programs at the Bachelor's, Master's, and Ph.D. level.
3. Is available for occasional guest lectures in Department courses.
4. Will on occasion be available to offer courses in his or her area.
5. Is a source of problems and projects for the development of clinical components within our programs as well as collaborative research between faculty and industry.
6. Is able to assist in identifying possible internship positions for selected students.

When appropriate, the Chairperson, after consultation with the Personnel and Steering Committees, shall recommend appointment of a member of the Advisory Committee as Adjunct Professor of Mathematics or Statistics for a two-year period.

## **L. Handbook Update Committee**

### **Composition:**

Size and membership to be determined in Fall Semester; members appointed by the Steering Committee.

### **Function:**

1. To collect updates of the Handbook throughout the year and propose them to the Steering Committee each Fall.

## **V. Reappointment and Promotion Procedures**

### **Oakland University Department of Mathematics and Statistics Review Statement**

Consisting of the

Department of Mathematics and Statistics  
Reappointment and Promotion Procedures

and the

University Standards for Re-employment, Promotion and Tenure

Approved by the Department of Mathematics and Statistics  
March 15, 2012

Approved by the College of Arts and Sciences Committee on Appointment and  
Promotion  
October 22, 2012

Approved by the Faculty Re-employment and Promotion Committee  
July 15, 2014

Approved by Oakland University  
April 30, 2015

# Department of Mathematics and Statistics

## Reappointment and Promotion

### Procedures

Prior to a review, each faculty member to be reviewed should study carefully the articles of the Faculty Agreement on Faculty Employment, Re-Employment, and Tenure, the guidelines of the College Committee on Appointment and Promotion (CAP) and the Faculty Re-employment and Promotion Committee (FRPC), and should examine the contents of his/her files in the Department office to ensure that they are up-to-date and that his/her rights have been protected. Faculty members should also take note of the University Standards for Re-employment, Promotion and Tenure appended to this document.

#### A. Types of Reviews:

1. ***Departmental reviews:*** These are conducted only at the departmental level. They are internal reviews that are conducted for new faculty members at or near the end of their first year at Oakland. A report is prepared but is not submitted outside the Department unless the candidate requests it.
2. ***Contractual reviews:*** These are full reviews that employ departmental and contractual procedures. Appropriate dates are stipulated in the Faculty Agreement.

#### B. Schedule of Reviews:

The current Faculty Agreement governs the review process and takes precedence if there is a conflict with this document. In all that follows, a review mandated by the current Faculty Agreement is called a contractual review and the process dictated by the Faculty Agreement for that review is called the contractual review process.

1. ***Three-year appointments (as assistant professor):***
  - a. Second term of first year — departmental review only
  - b. Second year — contractual review
2. ***Two-year appointments (as assistant professor):***

Contractual review begins before the start of the second year in a C3 review or at the start of the first year in other cases.
3. ***Four-year appointments (as associate professor without tenure):***
  - a. First year — departmental review only
  - b. Third year — contractual review

4. ***Optional promotion and/or tenure:***

These reviews are for early promotion of an assistant professor to associate professor with tenure or an associate professor without tenure to associate professor with tenure. These reviews are initiated by Oakland or the Department with the approval of the individual. The contractual review process is employed.

5. ***Promotion from associate professor to professor:***

This review may be initiated by Oakland or the Department. The faculty member may indicate to the Department Chairperson his/her readiness to undergo review for promotion. The contractual review process is employed.

**C. Reviewing Bodies:**

In each case the review shall be conducted by the appropriate Voting Committee. The Voting Committee shall consist of all departmental bargaining unit members who have tenure or who have received notification that the Board of Trustees has approved their application for tenure, except in the case of promotion to professor. In this case, the Voting Committee will consist of all tenured departmental bargaining unit members who are professors.

**D. Review Procedures:**

All members of the Department are invited to give input as prescribed in these procedures. The Department's Personnel Committee handles certain parts of the procedures as described below. The Personnel Committee is elected by the Department with the Department Chairperson as its chairperson.

1. ***Departmental review procedures:***

These reviews are preliminary and informal in nature. They generally take one meeting and are conducted by the appropriate Voting Committee. Full documentation is not required. A report is prepared but is not necessarily sent to higher levels. A copy is given to the person under review and is discussed with him/her.

2. ***Contractual review procedures:***

- a. Two meetings will be held for each individual case — the first for information and background discussion, the second for final consideration and voting.
- b. An individual's contributions will be considered in three areas:
  - i. Scholarship
  - ii. Instruction
  - iii. Service

c. Candidates under review have the right to see all evaluations about them that are included in the dossier, including outside evaluations, colleague evaluations, and student evaluations, subject to prior restrictions on confidentiality.

All statements by faculty members must be signed. Unsigned statements will not be included in the dossier. All statements will be typed before they are included in the dossier.

d. *The Preparation of the Dossier*

The dossier consists of a bound main dossier with consecutively numbered pages, and supporting material in a backup file. The preparation of the dossier for the review process is a joint responsibility of the candidate and the Department. The coordination of these responsibilities shall be handled by the Department's Personnel Committee.

i. *Duties of the Personnel Committee*

The Personnel Committee shall initiate the formal gathering of the documents by meeting with the candidates who will be reviewed. This meeting will include a discussion of the various guidelines and procedures that are relevant to the reviews. It will include instructions to the candidates about the materials that are required and the deadlines for submission of these materials to the Committee.

The Committee shall arrange for all items in the dossier that are not provided by the candidate. The Committee shall allow the candidate to see those materials that it has added to the dossier.

The Committee shall forward the main dossier to the Voting Committee and provide access to the backup file to the Voting Committee.

ii. *Duties of the Candidate*

The majority of the material in the dossier shall be prepared and collected by the candidate. The candidate has the guidance of the Personnel Committee, but it is also recommended that the candidate select at least one person in the Department to provide consultation on matters that may arise in the course of preparing the items needed for the review. Any other information that the candidate feels is appropriate may be supplied by the candidate.

e. The individual under review will be permitted to speak to the Voting Committee on his/her behalf at the time of review. S/he may also prepare a written statement for inclusion in the review.

f. All documentation obtained for the review will be made available to each member of the Voting Committee.



- g. Any person not eligible to vote in a particular case may provide input in the form of an individual presentation to the Voting Committee prior to the final consideration of the case. On such occasions the person under review must be invited to be present.
- h. All votes shall be by secret ballot by all members of the Voting Committee. Vote counts are to be included in reports to higher levels. The Department's yes/no recommendation is determined by a simple majority of the total yes/no votes. In the event of a tie, the Chairperson shall break the tie.
- i. All decisions shall be based solely on professional grounds and on merit. No decisions shall be based on age, color, handicap, height, marital status, national origin, race, religion, sex, sexual orientation, or weight. Principles of equal rights shall prevail.
- j. The Department shall prepare a report to be included in the dossier as it is forwarded to the Dean or CAP. The report shall be written by the Chairperson when the Chairperson concurs with the Department vote. The Voting Committee shall assign a report author should the Chairperson not concur with the Department vote. This report shall be shared with and approved by the Voting Committee prior to being forwarded to the Dean or CAP. This report shall constitute the Department's recommendation on the candidate. In the event that the Chairperson disagrees with the recommendation of the Department, he or she may include a dissenting letter; however, such a letter is independent from the recommendation of the Department.
- k. Individuals under review will be informed of the nature of the recommendation and the reasons for it as well as any existent dissenting letter from the Chairperson before the dossier is forwarded to the Dean or CAP. Individuals under review may, within three working days of receipt of this information, provide the Department Chairperson for inclusion in the dossier any response deemed necessary by the individual and/or, in case of a negative Department recommendation, initiate the appeal process described in section H.

#### **E. Criteria and Priorities:**

The strength and quality of the Department depend on a composite of individuals with a variety of talents and interests, who are recruited for the contributions they can make to the Department, and who are encouraged to use their special skills to a maximum. It is not expected that each person will excel in all areas. The areas of scholarship, instruction, and service are not necessarily independent, and the order in which they are listed does not imply an order of relative importance for all staff. Due account may be taken of the individual's particular responsibilities to the University which may relate more strongly to one area than another.

The question of whether to reappoint or promote an individual is extremely complex. The issue is ultimately decided by the candidate's performance in the areas of instruction, scholarship, and service. Although we use these classifications for purposes

of analysis, it is the entire professional individual, not simply a sum of professional parts, who is being reviewed and assessed and on whom such decisions will have their effects. By virtue of their professional training, experience, and contact with the candidates, the Departmental Voting Committee and the Chairperson are in the best position to assess the professional qualifications, accomplishments, and potential of the candidates under review and to combine these appraisals into a comprehensive assessment of the candidate's entire professional *persona*. It is this overall rating that answers the question of the qualifications of a candidate. It is thus the responsibility of this committee to make a thorough and fair evaluation of the professional qualifications of the individual candidate and to decide if s/he is professionally qualified for reappointment or promotion.

The guidelines listed below in the areas of instruction, scholarship, and service are necessarily to be considered flexible, and performance in excess of the guidelines in one area will tend to compensate for weaker performance in another.

The probationary period for each faculty member is a time for the Department to clarify its expectations for that particular person, and to provide feedback to him/her as to how well those expectations are being met. In particular, the Department's letter in the C1, C2, and C3 reviews and conversations between the Chairperson and the faculty member should provide ongoing interpretations of the expectations for that person, and those documents and conversations are sources of information as important to the candidate as the guidelines listed below. Similar statements apply to I reviews until promotion to professor occurs.

At all levels, and in particular prior to tenure, the highest priority is placed on effective teaching and growth as a professional mathematical scientist. In addition, a successful candidate for review at higher levels should show willingness and capacity to assist in the service functions of the Department, College, University, or profession.

Scholarship. The primary scholarly activity of candidates at all levels should be the production of original research in mathematics and statistics. All pure and applied areas of mathematics and statistics are valid subjects for original research. In judging scholarly efforts, the Department will look first to the publications in refereed books or journals of the candidate's field. The dossier will thus include copies of all the candidate's reprints and preprints (including publication status). Evidence of other scholarly activities such as 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 shall also be included. For those in applied areas, strong 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. These latter publications are regarded as scholarly work but, alone, would not be judged as satisfactory evidence of scholarship. Publication in refereed books or journals of the candidate's field is necessary as well. 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 mathematical sciences will constitute

evidence of scholarship. At each level, the Department has the following expectations:

- (C1) At least part of the dissertation should be submitted for publication. The candidate should have additional research projects in progress.
- (C2,C3) The candidate should show evidence of ability to perform as an independent scholar through published work or articles submitted for publication. There should also be a research program that exhibits a clear sense of direction and promises continued contributions in the future. The candidate should also be contributing to the scholarly life of the Department through collaboration, consultation, or seminar activity, as appropriate.
- (C4,D) The record should show fulfillment of the candidate's research potential through high quality work and evidence of continued productivity as a research scholar through published work, as well as a solid position in the intellectual life of the Department.
- (I) The record should firmly establish the candidate as a scholar in the chosen area of research, as evidenced by the quality of publications, the recognition that has been achieved, and the leadership role that the candidate plays in the scholarly life of the Department.

To assist the Department in assessing the candidate's scholarly activities, the Personnel Committee will solicit letters from outside scholars in the candidate's field who will be made familiar with the research record. The candidate will provide the Personnel Committee with the names of and brief biographical data for at least one outside evaluator for the (C1), (C2), and (C3) review and at least two names for all other reviews. In consultation with the candidate, the Personnel Committee will supplement the list of outside evaluators that are to be contacted so that at least two outside letters are solicited for the (C1), (C2), and (C3) review and at least four letters are solicited for all other reviews. For reviews above (C3) at least three evaluations should come from outside experts in the candidate's field of scholarship with whom the candidate has not had a direct working or personal relationship, i.e., who are not Oakland or former colleagues, research collaborators, co-authors, mentors, etc., of the candidate. If there is any question as to whether a reviewer falls into one of these excluded classes, the reviewer may not be used to meet this requirement for impartial external reviewers. Those persons inside the Department who are knowledgeable about the candidate's scholarly activities will also be invited to write letters to include in the dossier. Letters from some co-authors and consultees may also be solicited.

Although support for mathematical research by external agencies is difficult to obtain, the Department nevertheless strongly encourages the submission of proposals by its faculty. The submitting of grant proposals and especially the obtaining of outside funding will be recognized in the review process.

Instruction. Since the instructional role of the Department is a broad one, candidates 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 and statistics 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, candidates are not to be penalized if the instructional needs of the Department require that they 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, individual student projects, student advising, 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.

To assess the effectiveness of a candidate in the classroom, the Department will rely on colleague as well as student evaluations. Peer evaluations provide evidence of a candidate's teaching effectiveness. Especially important in this regard are colleague evaluations that are obtained as the end result of a systematic process that involves several faculty who have directly observed the candidate's classroom performance on a number of occasions and examined course materials provided by the candidate. The students' perception of the candidate's performance in the classroom will be gathered from end-of-term questionnaires as well as mail questionnaires (for reviews other than C1).

Finally, there are many ways that faculty contribute to the overall teaching mission of the Department outside of the classroom. The dossier will include a statement summarizing the candidate's contributions to the overall teaching mission of the Department.

The Appendix describes the processes by which the above information is obtained and presented.

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, 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.

To evaluate a faculty member's service work, the Department looks first to the chairpersons of the committees on which the person has served; this holds for both departmental and other committees. The Department is interested in the role played by the person on the committee, his/her attendance record, attitude, and contributions. The Department also receives information from other members of these committees, especially in the case of departmental committees.

Early tenure decisions: Early promotion to associate professor with tenure or early reappointment with tenure for a non-tenured associate professor will be recommended for any candidate exceeding the C4 criteria before the mandated (C4 or D) review.

Promotion to professor: There are no time requirements for promotion to professor; any associate professor with tenure is eligible for promotion to professor as soon as the criteria under (I) above are satisfied.

## **F. Criteria and Procedures for Employment and Re-employment of Visiting and Part-Time Faculty:**

### **1. *Criteria for Employment:***

#### *a. Visiting Faculty:*

The criteria used for hiring visiting faculty are the same as those for faculty who are hired on a regular basis. The rank assigned conforms to the usual qualifications for it; e.g., Visiting Instructor — at least the M.A. but not the Ph.D. — some teaching experience desirable; Visiting Assistant Professor — Ph.D. plus research interest and capability — some teaching experience desirable.

Comment: Visiting faculty are given teaching loads in accordance with their defined duties. They may participate in

departmental activities, but do not have voting rights and are not generally assigned a service role.

b. *Part-Time Faculty:*

Part time faculty are employed on the basis of need and availability of funds. They are employed on a semester by semester basis and are paid on a per credit basis in accordance with the Faculty Agreement.

They are expected to have at least a Master's degree in Mathematics or Statistics. Their educational backgrounds and teaching experience are taken into account. References and recommendations are required and are checked.

**2. *Procedures and Criteria for Re-employment:***

a. *Visiting Faculty:*

Teaching is evaluated by the usual Department procedures. Scholarship is evaluated by competent internal faculty or, if necessary, by appropriate outside evaluators. Compatibility with departmental interests is necessary, as is a positive attitude toward departmental goals and objectives.

b. *Part-Time Faculty:*

Part-time faculty play only a teaching role in the Department. Their teaching is evaluated based on available feedback such as end-of-term evaluations, faculty visitation reports, and any other relevant means established by the Personnel Committee.

**G. *Criteria and Procedures for Employment and Re-employment of Full-Time Adjunct Faculty:***

The purpose of appointing Adjunct Professors is to enable the Department to benefit from researchers, scholars, and professionals not affiliated with the University. Adjunct Professors must have a Ph.D. or equivalent, or experience and demonstrated success in research, scholarship, and/or teaching. The goals and expectations of such appointments should reflect the needs of the Department as laid out in its overall mission. The Department has no plan to make appointments at the Adjunct Associate Professor, Adjunct Assistant Professor, or Adjunct Instructor levels.

**A. *Method of Appointment:***

The Department initiates the appointment process by sending a position request to the Dean of the College of Arts and Sciences. The letter of request shall include the goals and expectations of the appointment, a recommendation on the term of the appointment, the specific duties to be performed by the appointee, and the procedures for evaluation and

reappointment. The Department will provide the appointee with an initial written set of goals and expectations as well as the specific duties to be performed by the appointee.

**2. *Terms of Appointment:***

The appointment may be renewed at the expiration of the term by the Dean of the College of Arts and Sciences. The appointment may be terminated within the term by mutual consent. Tenure and job security as defined in the Oakland University Faculty Agreement do not apply to this position.

**3. *Rights and Responsibilities:***

- a. The Adjunct Professor may supervise/co-supervise graduate students enrolled in the Department.
- b. The Adjunct Professor may be appointed to departmental committees.
- c. The Adjunct Professor is responsible for maintaining a high level of scholarly activity during his/her appointment.

**4. *Evaluation/Review:***

It is the responsibility of the Chairperson in consultation with the Personnel Committee to supervise and monitor the work of an Adjunct Professor. A contractual review (see paragraph D, 2 above) will be held in the fall semester of the final year of the appointment. Evaluation of an appointee shall be based on the current written set of goals and expectations established between the individual and the Department. At the conclusion of the review, the Department will provide the candidate with an updated set of goals and expectations, which will be valid for the next appointment period.

**H. *Appeal Procedures:***

In the case of a negative departmental recommendation, all appeal procedures will be made known to the individual by the Chairperson. The faculty member involved will be given:

1. reasons for the recommendation in writing. This shall precede notification to the Dean or CAP.
2. an opportunity to request and to obtain a reconsideration of the recommendation at the Department level. This includes a hearing before the Voting Committee of the Department. Only after this hearing has been held

should the Chairperson forward the recommendation to the Dean or CAP. In that recommendation assurance must be given that the hearing has been held, if so requested by the individual, and its results must be stated.

All other appeal routes are stipulated in pertinent sections of the Faculty Agreement.

### **I. Department Procedures for the Evaluation of Instruction**

Instruction is evaluated on the basis of reports obtained as follows:

- a. Student input in the form of the Department's end-of-term questionnaire.
- b. Student input through responses to the Department's mail questionnaire (for reviews past the C1).
- c. A written statement resulting from classroom visitations obtained through the process of 2.a. below.
- d. Course materials and reports provided by the candidate.
- e. Letters from faculty who have had close contact with the candidate in seminars and common teaching assignments.

These items will be included in the dossier, either in the main dossier or in the support file.

#### **1. Student input:**

- a. A mail questionnaire is to be administered to a representative sample of students from elementary courses as well as advanced courses. The format of this instrument will require a response related to teaching effectiveness. The sample is to be selected at random, but must include students from the top half as well as the bottom half of the classes that are included. The students should be selected from the class lists of the most recent two years. The Personnel Committee will prepare a summary of the comments obtained in this manner. The candidate may supply an additional list of students to receive the mail questionnaire.
- b. The Personnel Committee will prepare a summary of student responses of all end-of-term departmental questionnaires since the last review.

#### **2. Faculty input:**

- a. The Department conducts a class visitation program so that each faculty member below the rank of professor is observed in the classroom on a regular basis. At the beginning of each academic year, the Chairperson appoints individual faculty members to carry out the class visitation program.

Faculty below the rank of professor are observed at least once each semester for their first four years in a tenure-track position within the Department, and at least once each year thereafter. After each visitation, the observer writes a report on his/her observations. This report is based on classroom visits and examination of course materials. The report is



discussed with the faculty member being observed, and then submitted to the Chairperson for inclusion in the faculty member's teaching file. [The checklist for reviewing part-timers is available to help the visitors in their observations.]

The Personnel Committee writes a statement that summarizes the class visitation reports for each faculty member under review.

- b. Department faculty will be requested to evaluate each colleague who is being reviewed. Those faculty who have had the opportunity to observe the candidate's teaching or have first-hand knowledge of his/her teaching effectiveness through joint teaching assignments are expected to respond.
- c. The Personnel Committee prepares a statement that summarizes the candidate's contributions to the overall teaching mission of the Department in such areas as individual student projects, student advising, curriculum and course development, textbook authorship, coordination of multi-section courses, and seminars and colloquia.

### 3. *Student Mail Questionnaire for Reviews:*

Date Sent \_\_\_\_\_

Code No. \_\_\_\_\_

Date Returned \_\_\_\_\_

#### STUDENT MAIL QUESTIONNAIRE

Dr. \_\_\_\_\_ is being reviewed for  
(name)

\_\_\_\_\_. You were a student in his/her class  
(reappointment/promotion)

\_\_\_\_\_ in \_\_\_\_\_  
(course) (term)

Please write a statement of your perceptions of his/her performance. You might wish to comment on his/her strengths and weaknesses as you perceive them in any one or more of the following dimensions: knowledge of the material, ability to motivate, clarity of lectures, attitude toward students, and overall teaching ability. You may, of course, comment on other areas of the instruction, as you wish. Of particular interest are your long-range reflections on his/her instructional capabilities in that course. Thank you for your assistance in this matter. Please try to return this questionnaire by \_\_\_\_\_.

**4. Faculty Colleague Evaluation Form:**

## FACULTY EVALUATION

Our colleague \_\_\_\_\_ will have a \_\_\_\_\_ review this year. Your input concerning this colleague's performance would be very useful. Please comment on the following areas with which you are familiar: a) teaching (perceptions of the teaching from joint teaching efforts, seminar talks, colloquium talks, advising students, etc.); b) scholarship (particularly if you work in areas of common interest, participate in seminars together, do joint consulting, etc.); c) service (committee work, joint teaching, leadership role, etc.).

## ***University Standards for Re-employment, Promotion and Tenure***

In all reviews for tenure and promotion Oakland will consider the candidate's entire record, emphasizing efforts and accomplishments since attainment of current rank. The candidate's record at Oakland University generally will be of particular importance. Oakland's evaluation of the candidate will consider:

- the programmatic and institutional setting of the candidate's work at Oakland and the nature of the candidate's assignments and responsibilities;
- the quality of the candidate's accomplishments;
- the relation of all these factors to the objectives of the area or department, the goals of the college or school or institute, and the mission and long range vision of the university.

Oakland's evaluation focuses on the candidate's efforts and accomplishments in three areas:

- teaching or performance as a university librarian, as appropriate to the appointment;
- intellectual contributions such as scholarship, research, and creative activities;
- service.

### **Teaching and University Librarianship**

The term "teaching" refers to all instruction and advising activities that affect or support the academic progress of students. These activities include classroom, laboratory, studio, field, and clinical teaching and evaluation; the supervision of research, writing, independent study, practica, and performance; individual and group advising and mentoring; preparation of courses; development of curricular and instructional materials; instructional innovations; and application of new educational technologies.

The phrase "performance as a university librarian" refers to initiating, planning, organizing, and implementing library programs, including application of technology and effective communication with and service to library users.

A candidate for tenure must show substantial evidence of achievement in teaching and/or performance as a university librarian. Such evidence must be obtained through use of systematic procedures for student and peer review.

Evidence may include, but is not limited to, assessments of the instructor's preparation through peer review of syllabi, reading lists, class and library handouts, tests, examinations, and other course and library materials in all formats; student appraisals such as course evaluations and solicited and unsolicited letters; evidence of student achievement; and success in sharing teaching philosophies and methodologies and in obtaining grant support relating to teaching and/or university librarianship.

### **Intellectual Contributions – Scholarship, Research and Creative Endeavors**

Because of the comprehensive and diverse nature of Oakland University's mission, Oakland recognizes in its reviews a broad range of intellectual contributions. Such contributions improve theory and practice and support the present and future quality of instruction at Oakland University.

Scholarship and research include:

- basic, theoretical or applied research;
- scholarship that applies the research to the betterment of society, institutions, groups, and individuals;
- peer recognition of the above as reflected in publications in refereed journals, other peer-reviewed publications, and critical reviews as appropriate to the discipline;
- successful efforts in securing competitive or professionally significant external funding in disciplines where research is traditionally supported by grants;
- scholarship that interprets, draws together, and brings new insights to bear on original research, gives meaning to isolated facts and puts them in perspective, or creates connections across disciplinary lines;
- scholarship that involves not only transmitting knowledge but transforming and extending it as well through carefully planned and continuously examined pedagogical procedures that stimulate active learning and encourage students to be critical and creative thinkers with the capacity to go on learning after their college days are over.

“Creative activities” refers to works of artistic expression, production, or performance, and includes such activities as composing, writing, directing, performing, and conducting.

The most important evidence of scholarship, research, and creative activities is that authorities in the discipline(s) or field(s), including authorities outside the

institution, have critically evaluated the work as meeting high standards (e.g., publications in refereed journals, grants and other funded research proposals). A candidate for tenure is expected to have made substantial progress toward maturity as a scholar or creative artist and to have established the presumption of continued growth in these areas.

### **Service**

The term “service” refers to the following activities:

- public, institutional, and professional service through work that grows out of the university’s programs and mission and has the potential for substantial and positive effects on a community, profession, or external perceptions of the university, and that draws upon the candidate’s professional competence. Such service includes not only contributions to the organizational work of academic professional associations and societies at all levels but also activities that extend Oakland’s scholarly and instructional capabilities into various external agencies and communities.
- university service through committee work or governance activities in the area, department, school, institute, college, or the university; for faculty, university service includes service as a role model and mentor for colleagues and students.

Documentation of the candidate’s service should recognize these distinctions and, particularly in the case of public, institutional, and professional service, should indicate the relationship of the candidate’s service activities to the programs and mission of the university and to the candidate’s instruction, intellectual contributions, and professional responsibilities. A candidate’s involvement in university service should reflect an appropriate sharing of general faculty obligations in university governance.

Evidence of service should speak to its magnitude, complexity, and duration and may be derived from the testimony of those served; from evaluations provided by others involved in service work; from reports, articles, instructional materials and other documents produced through service; and from grants and funded projects, honors, and awards received in recognition of service.

Oakland regards teaching or performance as a university librarian and intellectual contributions as the most crucial areas of development for candidates for non-tenured reemployment or for tenure. Oakland normally will expect the record of candidates for tenure to show some accomplishments in service.

### **Candidacy for Promotion to Full Professor**

Beyond their achievements at the time of tenure all candidates for professor are expected to have continued their development in teaching or performance as a university librarian and in intellectual contributions and service. In addition, candidates for professor are expected to have demonstrated excellence and creativity in teaching or performance as a university librarian including application of technology, or to have achieved wide recognition beyond the institution as authorities or leaders in intellectual contributions or wide recognition in public, institutional, and professional service. In disciplines where research is traditionally supported by grant support, external funding is desirable for consideration of promotion to professor. In addition, candidates for professor must demonstrate potential for sustained involvement in teaching, research, and service.

## VI. Faculty Salary Determination Procedures

The Department's system of salary determination is intended, consistent with the present contract, to promote and reward faculty excellence.

### A. Election and Responsibilities of the Salary Advisory Committee

**Election.** The Salary Advisory Committee will be composed of the Department Chairperson and four tenured elected members and one tenured elected alternate. The Department Chairperson will serve as chair of the Committee. The elected members serve two-year terms. Two members are to be elected each year. No member is eligible for election in the year immediately following his or her completion of two years on the Committee. An alternate is to be elected each year to serve only for that year. The elections are to be held at the beginning of the Winter Semester each year, using the usual Department procedures. The two highest vote recipients in the second round will serve two year terms; the third highest vote recipient will serve as alternate.

It is anticipated that most of the work of the Committee will be done in the Summer semester. The Committee should plan to hold its meetings at times available to all of its members. A Department member who does not expect to be available for a major portion of the Summer semester of the subsequent year (sabbatical leave, leave of absence, etc.) should notify the Department prior to the election of Committee members. If an elected member resigns for some reason, the remainder of his or her term is to be served by the alternate and a new alternate is to be elected as soon as possible. If an alternate resigns, a new alternate is to be elected as soon as possible.

**Responsibilities.** The primary duty of the Salary Advisory Committee is to evaluate the professional performance of faculty members and to provide Departmental merit recommendations to Oakland using the structure provided for in the current Faculty Agreement and the processes outlined below. The Committee is also responsible for making recommendations regarding any raises in salary for faculty members beyond the contractually mandated merit portion of the salary. (See paragraph E below.)

The Committee will be consulted by the Department Chairperson and will serve as an advisory body to the Chairperson on any actions that affect the salaries of continuing members of the Department and newly hired faculty members. The Committee is also responsible for monitoring the effectiveness of the faculty salary procedures, for proposed changes to the faculty salary procedures when appropriate, and for providing an annual evaluation of the Chairperson.

## **B. Merit Application Form**

As required by the current Faculty Agreement, the Department of Mathematics and Statistics has developed the following Merit Application Form using an annual activity report. This form, together with the accompanying Performance Rubric, is designed for annual performance score assignment by the Department's Salary Advisory Committee for tenure-track faculty and full-time adjunct faculty. It is not designed for nor approved for any other purpose. It is to operate consistent with the salary provisions of the Faculty Agreement and with the provisions of the Review Statement and Workload Policy.

By May 15 of each year, each faculty member shall submit to the Department Chair and to Oakland an annual activity report using a standard format that details professional activity in the areas of scholarship, instruction, and service for the year May 1–April 30 just concluded. The following sentences list some of the areas of activity to be included in this report; these lists are not intended to be all-inclusive. In the area of scholarship this report will include information on research articles (including stage of development and publication status), conference and seminar activities, refereeing and reviewing of scholarly articles and books, colloquium presentations, presentations and attendance at professional meetings, grant and fellowship applications, consulting activities, and authorship of high-level expository works. In the area of instruction the report will include information on courses taught, expository presentations, course, curriculum and assessment development, independent study and project supervision, thesis and dissertation supervision, student advising and mentorship, textbook authorship, and coordination of multi-section courses. In the area of service the report will include information on standing and ad hoc committee membership, leadership and activity at the department, college, university, extra-university, and professional society levels, service roles at all levels, membership in professional organizations, and attendance and presentations at local, state, and national professional conferences. Faculty members are expected to identify on their annual report those professional activities (consulting, offcampus teaching, reviewing, etc.) that resulted in remuneration beyond their regular annual salary.

Currently, faculty members supply this annual activity report information on-line through the Faculty Annual Report Manager (FARM). If a different system that provides the same opportunities for reporting professional activity becomes available during the course of the current Faculty Agreement, then faculty members will supply information using that system.

In filling out the annual activity report, each faculty member may reasonably expect that the Salary Advisory Committee has the expertise needed to judge the impact and quality of common professional activities in the areas of scholarship, instruction and service. For example, the Salary Advisory Committee is expected to know that there is typically more work involved in chairing a committee than serving as an ordinary member. However, if there are unusual, nontraditional or one-of-a kind types of activity in an annual report, then the faculty member should ensure that the Committee has been provided with the information needed to judge the quality and impact of that faculty member's performance



in those areas.

In addition to the annual activity report, each faculty member may supply additional information to the Committee that is relevant to the assignment of that member's merit recommendation. The annual activity report and the additional information, if any, constitute the Merit Application Form for Department faculty.

All faculty members are required to submit a Merit Application Form. Accordingly, faculty members will supply a Merit Application Form by May 15.

## **C. Performance Rubric**

The Criteria and Priorities section of the Department's Review Statement begins "The strength and quality of the Department depend on a composite of individuals with a variety of talents and interests, who are recruited for the contributions they can make to the Department, and who are encouraged to use their special skills to a maximum. It is not expected that each person will excel in all areas. The areas of scholarship, instruction and service are not necessarily independent and the order in which they are listed does not imply an order of relative importance for all staff." The Review Statement continues: "Although we use these classifications for purposes of analysis, it is the entire professional individual, not simply a sum of professional parts, who is being reviewed and assessed and on whom such decisions will have their effects." The Review Statement further continues: "The guidelines listed below in the areas of instruction, scholarship, and service are necessarily to be considered flexible and performance in excess of the guidelines in one area will tend to compensate for weaker performance in another."

Consistent with the Review Statement, a faculty member's performance score assignment by the Salary Advisory Committee will be based on an assessment of that member's combined efforts in the areas of scholarship, instruction, and service. Positive accomplishments in all three of these areas serve to strengthen the Department and the university as well as the profession, and an individual who excels in all areas is a clear asset and deserves recognition. The time that an individual devotes to these areas should reflect his or her talents, interests, goals, rank, and years of experience. The Committee needs to realize that the division of effort will change from individual to individual and from year to year and should base his/her decisions on the overall impact a faculty member's activities have on the individual, the Department, the university, and the profession. Given this responsibility to allow for individual differences, it is still true that there are certain minimal levels of performance in each of the three areas expected of each individual regardless of rank, years of experience, or ultimate professional goals.

Performance score assignments are based on the activities from a single year (May 1–April 30).

Faculty members who exhibit satisfactory performance for their rank and years of experience in all three areas in the manner articulated in the Department's Review

Statement and Workload Policy will receive a performance score of 3. Those who exceed performance standards for their rank and years of experience in one of the three areas, while exhibiting satisfactory performance in the other areas in the manner articulated in the Department's Review Statement and Workload Policy will receive a performance score of 4. Those who exhibit outstanding performance for their rank and years of experience in two of the three areas while exhibiting satisfactory performance in the other areas in the manner articulated in the Department's Review Statement and Workload Policy will receive a performance score of 5. Those who exhibit inadequate performance for their rank and years of experience in one of the three areas in the manner articulated in the Department's Review Statement and Workload Policy will receive a performance score of 2. Those who exhibit minimal performance for their rank and years of experience in two or more of the three areas in the manner articulated in the Department's Review Statement and Workload Policy will receive a performance score of 1. The following paragraphs give more detail on the factors involved in making these assignments.

As indicated in the Review Statement, the primary scholarly activity of the Department is the production of original research in the mathematical sciences resulting in publication in refereed books and journals. The Committee shall consider this priority in making its decisions as well as other activities that are conducive to one's research and the research of others. Such activities include but are not limited to attending and participating in conference and seminar activity, refereeing and reviewing scholarly articles and books, presenting colloquia, applying for grants and fellowships, consulting activities, and authoring high-level expository works. This list is not intended to be all-inclusive and the Department values other less recognizable scholarship activities as well.

The Department believes that instruction is an important component of each faculty member's job. Each faculty member is expected to maintain high professional standards in the performance of his or her instructional duties both in and out of the classroom. Effective instructional ability is mainly demonstrated in classroom instruction, but it can also be evidenced in contributions to the teaching mission of the Department in such areas as course, curriculum and assessment development, independent study and project supervision, thesis and dissertation supervision, student advising and mentorship, textbook authorship, and the coordination of multi-section courses. This list is not intended to be all-inclusive and the Department values other less recognizable instructional activities as well. The Committee will also recognize that teaching large enrollment sections of courses may require additional time spent on grading and student teacher interactions.

In addition to the scholarly and instructional activities, there are the service activities within the Department. The setting of goals for the Department, the planning of new courses or programs, the advising of students, the recruiting of graduate students and faculty members, etc. impose heavy demands on faculty members' time and talent. The effort needed to deal effectively with all of these activities is so large that all faculty members should share the load. If a faculty member were permitted to select to do only those tasks most appealing to him or her, it is quite likely that a heavy burden would have to be shouldered by a relatively small portion of the faculty. This, in turn, would cut

severely into the time needed for other pursuits. In particular, nontenured faculty members need the time to develop as researchers. In keeping with the Department's Review Statement, tenured faculty members are expected to assume leadership roles. Balancing the service loads rests in the hands of the Chair and the Steering Committee. The Salary Advisory Committee should recognize that owing to service duties a faculty member's division of effort may at times be heavy on service and that such an emphasis is generally at the expense of scholarly activity. Nonetheless, the Department should expect that in the long run the service component should not consistently detract from scholarship.

In judging individual contributions, the Committee should ask the following questions:

- i) Have the individual's activities contributed to his or her growth as a faculty member?
- ii) Has the Department shown improvement or gained prestige because of the individual's activities?
- iii) Has his or her contribution served to better the university in some respect?
- iv) Has his or her contribution been beneficial to the mathematics, statistics, or mathematical-statistical education profession?
- v) Have the individual's activities helped to improve relations between the community and the Department and/or the university?
- vi) If this faculty member continues to perform at the present level, will he or she be an asset to the Department in the future?
- vii) Is this tenured faculty member setting a good professional example for his or her nontenured colleagues?

Positive responses can be given to these questions for a wide range of activities in addition to the primary scholarly activities, instructional duties, and departmental service. Indeed, the Department is well served by encouraging a diversity of interests and activities on the part of the faculty. Among the numerous such activities are teaching for the Honors College, developing and/or administering a Center or an Institute, community engagement mentoring undergraduates or high school students, developing and/or directing an interdisciplinary program, invited lectures or presentations, editorships, refereeing for journals, reviewing, holding office in state or national professional organizations, mathematical, statistical, or educational consulting, curriculum development, service on college and university committees, and liaison work that serves to improve relations between the community and the university. These are a few of the more recognizable types of appropriate activities. This list is not intended to be all inclusive and the Department values other less recognizable activities as well. The Committee is expected to exercise careful judgment in evaluating these other less recognizable types of activities.

Sponsored research, consulting, or teaching, sponsored either by a governmental or by a private agency, arranged through Oakland or privately, should be reviewed favorably if it leads to quality publications, professionally benefits other members of the Department, strengthens the reputation of the Department, or enhances Oakland's total community service mission. Outside work, such as consulting, that leads to monetary gains but fails to provide favorable responses to the stated questions should not be doubly rewarded. Such efforts, if they do not otherwise interfere with normal university activities, shall not be viewed negatively. In reviewing such activities the Committee should take into account the Faculty Agreement's provisions on outside professional work and the attitude of Oakland's administration toward such work and community service.

## **D. Performance Recommendations**

In recommending performance scores the Salary Advisory Committee will have access to the following data: the faculty members' current annual reports, the current salaries, end-of-course reports on each Fall/Winter course taught, with examinations and medians, end-of-term student questionnaires, classroom visitation reports (if any), the past two years' copies of faculty members' annual reports, salaries, comments that the Committee sent to the individual, and responses of the individual to the Committee's comments. The Committee may also request additional information from an individual.

The Committee will use the following procedures for making performance score recommendations. These procedures are intended to operate in a flexible way so as to accommodate different discussion possibilities. The expectation is that at least 70% of the Department will be recommended for historically middle performance scores in the pay group; consequently, these procedures focus on how upper and lower scores are recommended. Each Committee member will submit an annotated list of up to 30% of Department faculty members for consideration for upper or lower performance scores. On each such list at least 30% of the annotated recommendations shall be for upper performance scores and at least 30% shall be for lower performance scores. If a faculty member receives consideration on at least three lists for an upper performance score or on at least three lists for a lower performance score, then there will be further discussion to refine the exact upper or lower performance score recommendation. If a faculty member appears on only two such lists, then there will be a discussion that first addresses whether or not an upper or lower score should be recommended. If a faculty member appears on only one list, then that member will receive a middle score recommendation. In any discussions involving the performance score of a Committee member, the alternate will replace the Committee member. After all faculty members have received a score recommendation, the Committee will review the entire list and make changes, if necessary, to ensure that the recommendations are comparable to others in the Department's merit pay group. The Committee should strive for unanimity in its decisions; members are expected to modify their views, if possible, to achieve this end. If it is apparent that unanimity is not possible, then a decision will be taken by majority vote.

A basic feature of the current salary system is that there is a finite merit pool for each pay

group from which faculty members who are assigned the same performance score will receive the same percentage merit salary increase. Consequently, if more faculty members in a pay group are assigned upper performance scores than lower performance scores, then faculty members who receive a middle performance score will, under most circumstances, receive an individual percentage merit salary increase that is lower than the percentage used to create the merit pool. The greater the imbalance in performance scores, the lower the middle performance members' percentage merit salary increase.

In addition to determining the performance score recommendation of the Department's faculty members, the Committee will provide an annual written evaluation to each Department faculty member. The Chairperson will maintain a file containing all of the annual evaluations. The annual evaluation for each Department member will include the score proposed to Oakland for the coming year, any revisions that Oakland has made, and the Committee's reasons for its recommendations. Recommendations for improvement, if any, should also be contained in the evaluation.

Within one month of the reporting of the salary decisions made by Oakland, the Chairperson will inform the Department in writing of the performance score used by Oakland for each faculty member, the percentage raises for each performance score, and, for each faculty member, the reasons for the Committee's performance score recommendations.

## **E. Salary Adjustments**

This system is designed, consistent with the present contractual arrangements, to operate with primary focus on the continued review of performance, under the assumption that the individual has the proper salary assignment for the experience and professional merit of the individual. If this assumption is not valid, then salary adjustments should be recommended to Oakland. In particular, since salary compression is independent of merit, the merit recommendations should not be used to alleviate salary compression. It is the responsibility of the Chairperson, with the support of the Salary Advisory Committee, to seek money from Oakland to rectify salary inequities according to the procedures to be determined by Oakland.

## **F. Calendar and Communication to Faculty**

The timetable for salary determinations will be approximately as follows:

1. Faculty annual reports due: May 15
2. The Salary Advisory Committee meets: May 15–June 1
3. Submission of performance scores to Oakland: June 1
4. Modifications reported by Oakland: June 20
5. Revised scores submitted, if necessary: July 5
6. Letters from the Committee to faculty members: August 3

7. Oakland reports salary decision and data: August 20

## **G. Special Cases**

The following special situations take precedence over the above procedures when they apply.

1. The Salary Advisory Committee does not assign a performance score to the Chairperson (except as provided in 2) below). The Committee will, however, evaluate the performance of the Chairperson and provide written comments to the Chairperson, the Department, and the Dean. In preparing for this evaluation, the Committee will conduct interviews with chairpersons of the Department's major committees and solicit comments from all faculty members in the Department, and from others outside the Department as deemed relevant. The Committee shall select a facilitator from among its members to oversee this process. A copy of the Committee's letter will be placed with the other annual evaluations written by the Committee (see Section D above).
2. A person newly appointed to a term as Chairperson will be evaluated and assigned a performance score according to the usual procedures for the first year of that Chairperson's term. A person ending a term as Chairperson and returning to regular faculty status will be evaluated and assigned a salary by Oakland for that person's first year in regular faculty status.
3. A person returning to the bargaining unit from an administrative position at the university will be assigned a salary by Oakland.
4. Individuals who return from a full-year leave without pay will have their salaries adjusted as prescribed in Article 81 of the 2015–2020 Faculty Agreement. Individuals who are on other forms of leave but who are continuing as bargaining unit members will be evaluated in the same manner as other members of the Department.

## **H. Effective Date and Duration**

The procedures in Section VI, with the exception of sections B. and C., which have been imposed on the Department by Oakland in Winter 2017, have been approved by the Department effective November 10, 2016, and are valid for the duration of the 2015–2020 Faculty Agreement or until a change of Chairperson, whichever is sooner.

## **VII. Other Personnel Policies**

### **A. Lecturers, Special Lecturers, and Teaching Associates**

#### **1. Policy and Philosophy**

It is Department policy that with the following exceptions, all courses must be taught by Ph.D. faculty members in order to provide students with the expertise they have a right to expect at Oakland University. The exceptions are MTH 0661, MTH 0662, MTH 1221, MTH 1222, MTH 1441, APM 1663, and STA 2220. In these courses, it is Department policy that a Ph.D. faculty member is the group leader of the course. Teaching associates may be assigned as instructor of record in MTH 0661 and MTH 0662 (and also in MTH 1221, MTH 1222, APM 1663, MTH 1441, and STA 2220 after they have passed their Ph.D. qualifying examination or have earned a Master's degree), and to lead recitation or workshop sections of 0000–2000 level courses that have recitation or workshop sections. In some cases, teaching associates' duties may include grading for other courses. Faculty members without a Ph.D. may teach MTE 2110 and MTE 2111 if, in addition to a Master's degree, they are certified to teach in public schools. Any derivation from this policy must be approved by the Steering Committee.

#### **2. Hiring**

Lecturers and special lecturers are hired by the Chairperson, in consultation with the Personnel Committee (see Section VII.A). Teaching associates are selected by the Graduate Committee. All appointments come officially from the University.

#### **3. Orientation and Training**

Normally lecturers and special lecturers will have had previous teaching experience, and no formal orientation or training program is required. Course leaders in the courses they teach should work closely with newly hired teachers and familiarize them with Department and University practices. Teaching associates are given an orientation session in August before they begin their duties for the first time. The Associate Chairperson is responsible for this program.

#### **4. Supervision**

Lecturers, special lecturers, and teaching associates who are instructors of record for classes are supervised by the course leader (see also Section X.F). Teaching associates who are conducting recitation or workshop sections are under the control of the instructor of record for the master course; they are also expected to attend the master course lectures and are expected to help grade the exams.

## 5. Evaluation

The Instructional Supervision Committee is responsible for visiting the classes of lecturers, special lecturers, and teaching associates and preparing an annual report.

The review procedures are as follows.

### **Procedures for Reviewing and Supervising Lecturers, Special Lecturers, and Teaching Associates**

#### 0. Purpose

It is intended that these procedures will benefit the instructors, the students, and the Department. They should enable the Department and the instructors to do a better job. These procedures will increase contact and communication between the full-time and part-time faculty and will insure as far as is practicable that all sections of multisection courses are comparable, both in the same term and from term to term. They give the part-time faculty the opportunity to benefit from the experience of the full-time faculty and skills of the part-time faculty but also through more contact with the students and classrooms in the courses more commonly taught by part-timers.

#### I. Expectations

Lecturers, Special Lecturers, and Teaching Associates (henceforth “instructors”) are expected to meet professional standards commonly required for such instructors at a university and to be supportive of those standards and of the Department. It is particularly important that they be well prepared for class and that they cover the course syllabi as set by the Department. They should perform duties assigned to them by the Department, be available during scheduled office hours, participate in staff meetings, help in planning common examinations, and take part in related duties that may arise from time to time. All instructors are expected to follow academic standards set by the Department.

#### II. Supervision

The Group Leader for each course is usually a faculty member currently teaching the course. The Group Leader bears primary responsibility for the conduct of the course. The Associate Chairperson is the primary supervisor of instructors.

The Group Leader of a course should see to it that the examinations given in the various sections of the course cover the same material and are of comparable level and length. Night sections, which have different schedules, will also be supervised by the Group Leader.

For instructors teaching in multiple-section courses, the Associate Chairperson will consult with the Group Leader of the course and the instructor to find out whether the instructor has encountered any classroom problems. If this is the case, the Associate Chairperson and the Group Leader will decide what action should be taken. The



instructor should be involved in this decision as much as practicable.

### III. Review Procedures

Each instructor in his/her first year of employment by the Department will be visited at least once each semester by the Associate Chairperson as well as by another full-time faculty member. Instructors who have been employed by the Department for a longer period of time will be visited at least once each academic year. There will be additional visits if the Chairperson, the visitor, or the instructor feels that this is desirable for any reason. Instructors in their first year should be visited early in the term.

The following items should be examined during the visit:

- a) Does the instructor seem to be well prepared for the class?
- b) Does he/she make good use of the class time?
- c) Does the material covered on that day fit with the timetable of the course?
- d) Are the explanations clear?
- e) Is the material that is being presented correct?
- f) Is emphasis placed on the right material and concepts?
- g) Are examples well chosen?
- h) Is the “big picture” presented?
- i) Is understanding emphasized?
- j) Is the material presented at an appropriate level?
- k) Are tie-ins made to future courses (where relevant)?
- l) Are applications realistic (where relevant)?
- m) Is homework used effectively?
- n) Does the instructor respond to questions from the students? Are the questions adequately answered?
- o) Is proper motivation given?
- p) Does the instructor show enthusiasm?

- q) Is the presentation given at a reasonable pace?
- r) Is the instructor's voice clear?
- s) Is the board work legible?
- t) Can students at the rear of the class see what is being written on the board?
- u) Does the instructor face the class while speaking? Is eye contact with the students maintained?
- v) Does the class seem to be attentive? Is there adequate student involvement in the discussion?
- w) Is the overall impression of the instructor's performance in this particular class positive?

Shortly after the visits, the visitors will confer with the instructor (together or separately) and discuss their observations with him or her. This should be regarded as an informal review, during which any problems may be discussed face to face.

In evaluating each instructor additional information may be used, including the instructor's student evaluations, his/her grade practices, his/her tests and quizzes, his/her availability to students, and any other pertinent information.

At the end of each academic year — and for those instructors who are in their first year of employment, at the end of each semester — each instructor will receive a written report about his or her performance. The report will address items (a)–(w) above, as well as any other comments that are relevant to the instructor's performance. The report will be prepared jointly by the visitors. The instructors may append a response to the report if (s)he desires. A copy of the report will be given to the Department Chairperson.

## **B. Recruiting Policies and Faculty Searches**

The recruiting and hiring processes of the Department are largely controlled by those of the College and the University. The Senior Vice President for Academic Affairs and Provost authorizes positions for tenure track positions following the recommendation of the Dean of the College of Arts and Sciences. The Dean makes his/her recommendations based on College priorities and position requests from the chairpersons of the Departments of the College. Once authorized, the search itself is conducted by a faculty Search Committee chaired by a member of the Department. However, key steps in the process require the approval of the Dean of the College, the Director of the Office of Inclusion and Intercultural Initiatives, and the Senior Vice President for Academic Affairs and Provost, in addition to the Chairperson of the Department and the Chairperson of the Search Committee. This section summarizes current practices for a process that heavily influences the future development of the Department but simultaneously requires the concurrent involvement and support of so many external

offices.

## **1. Faculty Position Requests**

While a position approval and subsequent search may appear to be an occurrence of a single academic year, it would be more accurate to regard it as one successful outcome in a continuing process in which the Department competes with other units for academic resources. It is not unusual for the Department to submit several position requests, some of which may be resubmissions of ones that were not previously successful. The Department believes that the coherence and rationale of this succession of requests influences the chances for success of any individual one. It is for this reason that the Department has developed practices capable of generating a long term Departmental recruiting strategy.

The form, preparation, revision, and development of this strategy are the responsibility of the Personnel Committee. In carrying out this responsibility the Committee should seek input on a regular basis from the faculty and keep them informed as to the current status of their efforts. Submission of position requests is the responsibility of the Chairperson. Position requests submitted by the Chairperson to the Dean should be shared with the Personnel Committee as an important component of this continuing process. Other issues for consideration in a Department recruiting strategy include:

- i) research and teaching specialties of the existing faculty,
- ii) research and teaching capabilities needed by older programs as well as recently established ones,
- iii) research and teaching capabilities needed by programs under consideration by the Committees on Undergraduate and Graduate Program,
- iv) research and teaching capabilities that may fit the needs of interdisciplinary programs of the University at large,
- v) female and minority representation on the faculty, and
- vi) appropriate levels at which the vacancies are to be filled and other contractual technicalities.

## **2. Faculty Position Searches**

Once a position request has been approved and a search authorized, the full range of University hiring policies and procedures comes into effect. The Chairperson insures that a Search Committee is appointed quickly and that its chairperson is fully briefed on current University procedures. Information resources include records of recent searches held in the Department office and search orientation sessions sponsored by the University

and the Office of Inclusion and Intercultural Initiatives.

The key components of any search that require the approval of the chairperson of the Search Committee and the Chairperson of the Department, the Dean of the College, the Director of the Office of Inclusion and Intercultural Initiatives, and the Senior Vice President for Academic Affairs and Provost are:

- i) a plan, which includes a formal position posting and recruitment plan, including advertising and other activities to create a strong and diverse pool of highly qualified applicants, and the criteria that will be used to evaluate them
- ii) a list of candidates to be invited for on-campus interviews, including the rationale for their selection, and
- iii) a rank ordered list of candidates to be offered the position, including a rationale for that ordering.

Items ii) and iii) are clearly the most sensitive steps in the process. It has been the experience of recent searches that these steps go most smoothly when there is a high correlation between the language of the position posting, the selection criteria and procedures, and the qualifications of the candidates selected at each stage.

The key components of any search that involve Department faculty as a whole include:

- i) an open file of current applicants kept in the Administrative Secretary's office and available for faculty perusal and comments (faculty members may present their views of candidates in writing or orally to the Search Committee),
- ii) a solicitation from the chairperson of the Search Committee of faculty members' views of the candidates and instructions for how those views may be transmitted.
- iii) an interview schedule, colloquium announcement, and vita summary for each candidate invited for an on-campus interview, and
- iv) a department meeting to discuss and vote upon the suitability of the interviewed candidates.

In the department meeting the voting procedure will be by secret ballot with these possible votes, interpreted as follows:

“1” means “outstanding candidate, suits our needs well”

“2” means “will make a good addition to the Department”

“3” means “of possible or probable value to the Department”

“4” means “of doubtful value to the Department”

“5” means “reject, does not fit our situation”

If a candidate receives an average vote less than or equal to 2, then s/he is eligible for an offer. If the candidate receives an average vote greater than 3, s/he is not eligible for an offer. If a candidate receives an average vote between 2 and 3 (inclusive), the Department will discuss the case further and then take a yes/no vote. A 2/3-majority “yes” vote is needed for the candidate to be eligible for a job offer.

Following the Department meeting and vote, the Chairperson, with the advice of the chairperson of the Search Committee and, if necessary the Personnel Committee, will prepare the recommendation of position offer as called for in the university procedures.

### **3. Other Position Searches**

All other hiring of Adjunct or Visiting faculty will be handled by the Personnel Committee on a case-by-case basis in conjunction with current University policies.

## **C. Departmental Files and Annual Reports**

The Department will maintain a file for each faculty member, containing letters of recommendation, contractual agreements, and reports on individual performance. No unsigned items will be permitted to be placed in the file. Certain signed items submitted by individuals on a confidential basis shall be marked accordingly and listed on a separate sheet. Upon request to the Chairperson, each individual will be allowed to see the non-confidential items in his/her personal file, as well as the list of confidential items. Each individual should initial the items seen and has the right to insert in the file a response to any item with which s/he disagrees.

Annual reports are prepared and submitted through the Faculty Annual Report Manager (FARM), a joint project of the Office of the Provost and the Office of E-Learning and Instructional Support. This secure website may be accessed from the site for the Senior Vice President for Academic Affairs and Provost. The required login information is the same as required for webmail. Information can be entered throughout the year, but the formal due date is typically set by the Chairperson for a date in Summer. Annual reports are used for salary determination and the compilation of various reports.

## **D. Sabbatical and Other Leaves**

Requests for leaves will not automatically be granted, especially if they occur late in the year. While it will be the policy to grant leaves that benefit the individual and the Department, the timing of the request and the staffing situation of the Department will be considered when evaluating requests for leaves. Faculty are urged to plan ahead and

submit leave requests well in advance of the time of their desired leave so that the Steering Committee has time to review requests well before the University-established deadlines.

## **E. Chairperson Selection and Review**

The selection and review of the Chairperson is among the most important processes affecting the Department. All references below to Chairperson include anyone acting with the duties and function of the Chairperson, regardless of the specific title given to that individual. The Faculty *Agreement* and the College Constitution guarantee the right of the faculty, collectively and individually, to participate in the selection and review of the Chairperson. In particular, the Dean is obligated to make every effort to appoint a Chairperson who has the majority support of the Department. Accordingly, based on past practice and experience, the Department has developed the following procedures and criteria as a statement of Department policy to ensure the full participation of the faculty of the Department in these processes.

At the end of the penultimate year of a Chairperson's term, s/he shall clearly indicate in writing to the Dean and the Department whether s/he wishes to be considered for review and reappointment. If the Chairperson wishes to be considered for review and reappointment, then the review process indicated below shall be used. If the Chairperson does not wish to be considered for review and reappointment or in the absence of a clear declaration, the assumption shall be that the position of Chairperson is about to fall vacant. The elected members of the Steering Committee shall then contact the Dean and arrange any meetings needed so that the Dean and the Department may agree on whether an external, internal, or mixed search will be used to select the new Chairperson. If necessary to permit timely conduct of an external search or in the event that a vacancy in the Chairperson position occurs as a result of a sudden and unexpected event, an Acting Chairperson may be appointed. In this case, the selection process for an internal search shall be used, except that all or part of step 3 may be omitted if time does not permit.

In all of the Chairperson selection and review processes, the elected members of the Steering Committee will serve as facilitators. Should an elected member not wish to serve as a facilitator, a Department meeting shall be called to elect a replacement facilitator. Any actions needed to carry out the selection or review processes and not otherwise provided for in these procedures shall be the responsibility of the facilitators, subject to the authority of the voting committee. The voting committee for all Chairperson selections and reviews shall consist of the full-time tenure track faculty who hold primary appointment in the Department and who are members of the bargaining unit.

### **Selection Processes**

This process is to be used to replace a Chairperson who is not being reappointed for any reason.

**If the decision is made to conduct an internal search, then the following process will**

**be used:**

1. The facilitators will prepare a ballot containing the names of all tenured members of the voting committee who will not be on leave during the term under consideration, who are not acting as facilitators, and who is not the current Chairperson. They will then distribute this ballot to members of the voting committee. Each voter is to circle the name of every person s/he can live with as Chairperson, and to place stars next to the names of at most three individuals, namely those whom s/he would most like to see serve as Chairperson (at most one star per person).
2. The facilitators will tally the results but not make them public. They will then contact all those people who either received the support of a majority of the ballots returned or ranked among the top five in terms of number of stars received. The facilitators will share that person's vote tally with her/him and try to persuade her/him to be a candidate for Chairperson.
3. All those having received the support indicated in step 2 and who subsequently agree to serve as candidates for Chairperson shall submit a written statement to the Department indicating their goals, plans, and objectives if selected as Chairperson. The facilitators shall also schedule open sessions so that members of the Department may hear from and question the candidates.
4. At the conclusion of step 3, all those candidates who wish to continue as candidates will have their names placed on a final ballot by the facilitators. The voters will then circle the names of all people on the final ballot whom they support as Chairperson. The facilitators will forward to the Dean and the Department the names of all people who receive the support of a majority of the voters on the final ballot.

**If the decision is made to conduct an external or mixed search, then the following process will be used:**

1. A search committee will be established. The majority of the search committee will consist of the Department members elected by the voting committee and contain at least one person from each of the three research areas of the Department. The Dean, in consultation with the Department, will appoint any other members of the search committee. The chairperson of the search committee will be elected by the search committee. No member of the search committee shall be a candidate for chairperson.
2. The search committee will develop criteria, institute a search, conduct an initial screening of candidates and recommend candidates for on-campus interviews.
3. Each Department faculty member shall have the opportunity to participate in the assessment of candidates brought to campus. In addition, the appropriate Voting Committees (as defined in the Reappointment and Promotion Procedures) will be asked by the search committee for their recommendations on tenure and professorial rank. Such recommendation shall be made by secret ballot.

4. At the conclusion of the on-campus interviews, the search committee will assess the level of support of each of the remaining candidates by secret ballot. The search committee shall recommend to the Dean only those candidates who have the support of the majority of the voting committee.

## **Review Process**

This process is to be used for a Chairperson seeking reappointment.

A Chairperson who wishes to be considered for review and reappointment will submit a written statement to the Department no later than thirty days after the start of the final year of his or her current term indicating his or her goals, plans, and objectives if reappointed as Chairperson. The statement shall also include a self-assessment of the extent to which the current goals, plans, and objectives have been defined, planned for, or achieved by the Chairperson's activities. The usual practices in departmental personnel reviews shall then be followed, consistent with the following procedures. The facilitators will schedule at least two meetings of the voting committee. At the first meeting the chairperson will give information and answer questions from the voting committee. At the final meeting the voting committee will meet in the absence of the chairperson for a final discussion and vote by secret ballot on the question of whether or not the Department supports reappointment of the Chairperson. Proxy votes may be left with the facilitators. The Department's yes/no recommendation is determined by a simple majority of the total yes/no votes. A report summarizing the results of the discussion and containing the vote counts will be prepared. The report shall be written by the facilitators when the facilitators concur with the Department vote. The voting committee shall assign a report author should the facilitators not concur with the Department vote. This report shall be shared with and approved by the voting committee prior to being forwarded to the Dean and Chairperson. This report shall constitute the Department's recommendation on the Chairperson. This review process shall conclude no later than the end of the Fall Semester of the final year and is in addition to any individual consultation process by the Dean that may be employed. If the Chairperson does not have the support of the majority of the Department, then the Dean will be contacted by the facilitators in order to reach agreement on a search process for a new Chairperson, as described above.

At the conclusion of the review process a Chairperson who has been positively recommended for reappointment by the Department shall prepare a revised version of the goals and objectives section of the Department Handbook for inclusion in the next updating of the handbook. This revision will reflect the goals and objectives shared with the Department as part of the Chairperson review process.

The Department supports the concept of a rotating Chairperson and therefore does not consider Chairpersons who have served two consecutive full terms to be eligible for a positive recommendation for reappointment. However, the Department may waive this restriction by a vote of two thirds in the affirmative. Such waiver vote shall be conducted by the facilitators and taken by secret ballot at the time such a Chairperson makes a request for review and reappointment.



## Criteria

In judging candidates for appointment or reappointment as Chairperson, the Department, search committees, and candidates should keep the following categories and questions in mind:

### 1. Leadership

- (1) What are the goals identified by the Department, and to what extent have these goals been defined, planned for, or achieved by the Chairperson's activities?
- (2) What plans have been formulated in the Department for attaining these goals? Does the Chairperson generate good departmental support for the goals?
- (3) How adequately has the Chairperson guided the development of individual faculty members, or otherwise provided for their guidance?
- (4) Is there evidence of the Chairperson's concern for internal evaluations of change and of the ongoing programs of the Department?
- (5) How are priorities for the allocation of resources determined? Is the Chairperson instrumental in helping the Department establish priorities and in fairly administering them?

### 2. Success with Departmental Affairs

- (1) Is the Chairperson successful in maximizing program effectiveness in terms of resources available?
- (2) Is the Chairperson effective in improving the quality of teaching in the Department?
- (3) Does the Chairperson create and maintain an appropriate intellectual environment for the development of scholarship in the Department?
- (4) Does the Chairperson encourage and support efforts in research and publication (or their professional equivalent) by members of the Department?
- (5) What evidence is there of improvement of quality of faculty, staff, and programs during the period being reviewed? What is the state of faculty morale?

### 3. Decision Making

- (1) Do faculty and students have adequate opportunity for participation in the development of policy, programs, and other appropriate activities within the Department?
  - (2) In reaching decisions, has the Chairperson been sensitive to the Department's traditions and to the effects of the decisions on faculty and students?
  - (3) Are the Chairperson's decisions generally seen as fair and proper ones? Is full responsibility taken for decisions whenever appropriate?
4. Personal Qualities
- (1) Overall, how effectively does the Chairperson communicate with others in the department?
  - (2) What success (as departmental representative) has the Chairperson had with administrative offices?
  - (3) What is the quality of the Chairperson's teaching?
  - (4) What is the quality of the Chairperson's scholarship?

## F. 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.

## VIII. Student Grievance Procedures

The Department feels that descriptions of the respective responsibilities of faculty and students in the conduct of a class are in order. The statements given are general in nature. The lists are clearly not complete. Faculty members are also to be guided by statements on faculty conduct and professionalism contained in the Faculty Agreement.

### **Student responsibilities:**

1. Be aware of course requirements and pay attention to them.
2. Come to class prepared to learn and thus assume equal responsibility with the instructor for the success of a course.
3. Devote substantial time and effort to learning the assigned material and ask for help when needed.
4. Take examinations as scheduled.
5. Abide by regulations concerning academic conduct.
6. If absent from class without a good reason, don't expect special lectures/tests, etc. to be given for makeup work.

### **Faculty responsibilities:**

1. Come to class prepared to teach.
2. Explain the general course requirements to the students — testing procedures, grading procedures, homework, etc.
3. Discuss your availability for extra help — office hours, etc.
4. Inform the students of possible sources of additional help if needed — Oakland University tutoring service, library resources, etc.

In order to have a system of accountability that recognizes and protects the rights of students and instructors, the department has developed the following **grievance procedures** for student and instructor use.

1. The initial stages of a student grievance against an instructor should be handled informally; the student should discuss his or her problem or complaint with the instructor in the course and attempt to resolve the problem.
2. If this is not successful or does not work out satisfactorily, the student may take the complaint to the Chairperson of the Department or his/her designee, who will attempt to mediate the problem.
3. Should this not be satisfactory, the Chairperson will discuss the matter with the Department's Steering Committee to gain its advice and continue to try to resolve the problem in an informal way.
4. If an informal resolution cannot be found, the Chairperson, with the advice of the Steering Committee, will act to find a formal resolution. In unusual

circumstances, a Grievance Committee may be appointed by the Department Chairperson with the advice of the Steering Committee. Appointment of such a committee is not routine; its charge is limited to offering advice to the Chairperson. This committee will consist of one Department faculty member (other than the instructor involved), who will act as chair, one student (other than the student involved), and one faculty member outside the Department. It will meet individually and separately with the student and with the instructor to obtain both sides of the case. If advisable and possible, the committee may meet with both parties together. The committee will then advise the Chairperson on a solution to the problem. Any recommendations or actions taken must be consistent with the course syllabus.

5. In matters involving the appeal of final course grades, the deadlines and procedures outlined in the current Undergraduate Catalog will be followed. In particular, the burden of proof rests with the student to demonstrate that the grade decision was incompatible with the grading policy on the course syllabus, or that there is a clerical error in its calculation, or that the decision was made arbitrarily, capriciously, or with prejudice. No changes to a final course grade will be approved on the basis of course improvement or reexamination. The grade appeal procedure is not to be used to review the judgement of an instructor in assessing the quality of the student's work.

## **IX. Administrative and Office Practices and Procedures, and Miscellanea**

### **A. Mail**

Each staff member has a mail box in the main Department office complex (Room 368 MSC). Mail is usually delivered once a day. Two baskets near the mail boxes are used for outgoing mail — one for on-campus and one for off-campus. Postage on outgoing business mail is covered by putting the account number 11038 above the return address. Departmental envelopes are preprinted with this information. Personal mail with proper postage affixed may be put in the outgoing mail basket. Extensive mailings should be reported to the Administrative Secretary.

### **B. Telephone and Voice Mail**

Instructions for using the telephone system are provided in a manual from the phone provider. The secretaries can answer any questions that may arise. All Department personnel are expected to use the voice mail system and return calls promptly. Phone calls from office phones cost money (except toll-free calls), and the telephone budget is not large. Monthly usage bills are distributed by the secretaries, and it is expected that personnel with more than token usage of office telephones for personal calls will reimburse the Department.

### **C. Computer Hardware and Software**

The Department does not have a technical support staff. Therefore, the maintenance of a desktop machine is the responsibility of the individual faculty member. For minor problems, many knowledgeable colleagues can provide quick help. For serious problems, one should contact the help desk (xHELP = x4357).

Upgrades of desktop computers are performed on a university-wide system. The Computer Committee will inform the faculty when upgrades are available. Due to recent advances in desktop computers, the Department no longer has “mainframe” computers.

The Department does maintain servers purely as license servers for various mathematical and statistical software. Every faculty member can request an account on the Departmental servers by contacting the Computer Committee. These machines are great for backing up files, but faculty members should not use these machines directly for computation intensive applications. The Department also maintains a number of printers. These printers have no quota and are accessible from each faculty member’s office. It is the responsibility of the Computer Committee to maintain the Department servers and

printers. In the case that the Computer Committee cannot resolve a particular problem, it is the Computer Committee's responsibility to enlist help from the University Technical Service staff.

The Department has licenses for various general-purpose mathematical and statistical software. It is the responsibility of the Computer Committee to ensure that these licenses are renewed and up to date and to inform the faculty of their status. The Computer Committee is not responsible for specialized software. Each individual faculty member who is using specialized software is responsible for its maintenance. The Computer Committee is also responsible for maintaining each Departmental Computer Lab.

All network-related issues should be directed to the help desk (xHELP = x4357), since the Department does not control the university network.

Please inquire of the Chairperson of the Computer Committee for up-to-date information and/or modifications of the above statement.

## D. E-mail and World Wide Web Access

Everyone at the University has an e-mail account. For faculty, the user-id is usually the user's last name (first eight characters if it's longer than that); the preferred form for the rest of the address is simply "@oakland.edu". Access to e-mail is either through programs such as pine, through a browser pointed to webmail.oakland.edu, or through a program such as *Eudora* on one's office computer. The best way to learn any of these systems is to sit down for half an hour with someone who already knows it.

E-mail is a quick and effective way to communicate with Department faculty, and it is therefore expected that faculty members read their e-mail at least once every day. In particular, departmental notices, such as announcements of meetings, may sometimes be sent **only** via e-mail, without paper copies in mailboxes.

Access to the Web is easily accomplished using a web browser from one's office computer. Department members are encouraged to make individual home pages, and knowledgeable colleagues can help. Much information about the Department, the University, and its many offices and departments can be found on the Web. The Department maintains a home page; its URL is [www.oakland.edu/math/](http://www.oakland.edu/math/). It contains subpages on the graduate program, undergraduate program, colloquia, outreach activities, faculty, etc.

One can also access Oakland University's Internet connection from remote sites (and thereby get on to University computers, read one's e-mail, and access the Web). Hardware and software requirements can be discussed with departmental experts or the help desk (xHELP = x4357). To check e-mail while at conferences, use webmail (see above).



## E. Secretarial Support and Student Assistant

Secretarial services exist to aid Department members in carrying out their teaching, research, committee, and departmental responsibilities. Questions on what is or is not appropriate should be directed to the secretaries or the Chairperson (who will consult the Steering Committee for guidance, if necessary).

**Office Management.** Because of the divided office area, it is necessary to define the respective responsibilities and the work priorities that prevail. These are only approximations, and the staff often perform each other's work as well.

- a) **Administrative Secretary.** The Administrative Secretary will be responsible in general for the management of the office. S/he will handle all of the confidential material relating to personnel and salaries, the budget and fund ledgers, grant accounts, payroll, and teaching evaluations. All work should be submitted to her/him for distribution among the secretaries.
- b) **Secretary.** The departmental Secretary will be responsible for typing exams, colloquium schedules and announcements, travel authorizations, book orders, and the administration of placement examinations. S/he will also assist with other office work during heavy periods as instructed by the Administrative Secretary.

Items with deadlines such as tests and proposals will have the highest priority. Tests, proposals, and other items with deadlines should be brought into the office several days in advance of the respective deadlines.

## F. Duplicating Equipment

Copying and duplicating machines are available in the main office area. Faculty should consult with the secretaries on its proper use, including which machines to use for which tasks. If there are problems, the secretaries must be notified immediately. *The Department should be reimbursed at ten cents per page for personal copying or personal printouts on the computer printers. The secretaries will also request reimbursement for personal faxes sent or received. All personal usage is to be recorded on sheets placed next to the equipment.*

## G. Departmental Meetings and Voting Procedures

The Department will normally meet once a month. Tuesdays from 10:00 until noon are reserved for this purpose, usually the second Tuesday of each month. Two meetings are required before taking action on substantive motions; however, vote on such motions may be taken at the first meeting if a motion to waive the second reading receives a 3/4 vote of the membership present and voting.

In all matters, proxy votes may be used subject to the following regulations:

- i) The reason for missing the meeting must be stated.
- ii) The question to which the proxy refers must be stated.

The proxy vote must be given in writing to the Chairperson in a sealed envelope with items (i) and (ii) written on or attached to the envelope, or emailed to the Chairperson from an Oakland University email address at least one hour before the meeting with items (i) and (ii) included in the message. If at the meeting it is determined upon a 2/3 vote of the membership present and voting that the actual question before the department or the substance thereof differs significantly from the question as stated in the proxy, the vote will not be cast.

Departmental meetings are run according to *Robert's Rules of Order*, with the Chairperson of the Department presiding. Minutes are published as soon as possible after the meeting. The voting body consists of all non-visiting Professors (of all ranks) who are currently members of the bargaining unit in our Department; affiliated faculty holding primary appointment in another academic unit may participate in all discussions but are barred by the AAUP contract from voting. Voting is done by voice or show of hands, unless one or more members request a secret ballot, in which case paper ballots will be used. The Chairperson will appoint tellers when needed.

Departmental elections are normally conducted in two rounds. If  $n$  people are to be elected, each voter lists up to  $n$  names on a slip of paper. The  $2n$  people receiving the most votes (plus ties for the last spot) then form the final slate of candidates, and again each voter lists up to  $n$  candidates. The  $n$  people receiving the most votes are elected. Ties are broken by subsequent balloting. If the positions are unequal (for example, a 2-year term and a 1-year term are open simultaneously), then the person receiving the most votes gets the higher office.

## H. Use of Common Rooms

Room 368J MSC is available for Department and committee meetings and seminars. It is also used for ad hoc organized working groups (such as group grading of exams) and as an informal lunchroom. Room 372 is available for scheduling of colloquia and other larger gatherings. Any activity requiring the use of the departmental conference room, seminar rooms, or computing laboratories need to be scheduled with the Administrative

Secretary. Small seminars and meetings can also be held in the fourth or fifth floor seminar room.

## **I. Priority Ordering of Faculty**

The criteria for the selection of unoccupied offices are (in order): rank (Professor, Associate Professor, Assistant Professor, Instructor), time in rank at Oakland University, time in previous ranks at Oakland University in decreasing order of rank. When new offices become available, faculty will be given the option to move into them according to this order.

## **J. Trash and Recycling**

Non-sensitive paper documents should be recycled when possible as part of the University's recycling program. Special containers are provided. Items containing personal information must be shredded. Such material can be given to the office staff for handling. This includes obvious items such as students' tests and grade books, as well as less obvious items such as memoranda with faculty initials. When in doubt, shred. A shredding bin is available in the Department's office. Once a year the Department holds a give-away to students of unwanted books (such as are sent by publishers soliciting adoptions).

# **X. Practices and Procedures Related to Teaching**

## **A. Mechanics**

### **1. Absences**

Faculty who expect to miss class are expected to arrange in advance for substitutes. The secretaries should be informed about who will be substituting. Tradition calls for cooperation, collegiality, and fair trade-offs. If a faculty member is unable to arrange for a substitute in a last-minute emergency, then s/he should notify the main office, and the Associate Chairperson will try to find a replacement, or, if necessary, cancel the class. Long-term medical problems must be discussed with the Chairperson, so that necessary arrangements (as governed by the Faculty Agreement) can be made and appropriate documentation can be provided.

### **2. Class Scheduling and Obtaining Information about Courses**

The schedule for each semester can be accessed by going to the SAIL system from the University website. One credit is defined to include the equivalent of 50 minutes of classroom instruction per week. Hence, a 4-credit course includes 200 minutes of instruction per week. Classes are run according to the listed times. Final exams operate under a separate schedule. Calendar information, including final exam schedules, can be found from the University website.

### **3. Class Lists and Submitting Grades**

All faculty members have access to the lists of students in their classes through the University's SAIL system. Final grades are entered on this system, and students who withdraw are so noted. Telephone numbers, mailing addresses, and e-mail addresses of students can be obtained from the class list pages.

## **B. Teaching Assignments**

Normally faculty members teach two courses in each of Fall and Winter Semesters. The Chairperson has the responsibility of making course assignments. Faculty members can specify preferences for or against certain courses and/or certain schedules.

The average teaching load in the Department is one upper-level course, and one lower level course. The Department has generally been offering several courses in the late afternoon or evening periods. These teaching assignments are rotated throughout the

Department. All faculty members are entitled to a fair and reasonable teaching assignment. It is assumed that faculty members have an obligation during Fall and Winter Semesters to be available if needed on campus five days per week. Apart from teaching assignments or other contractual agreements, in Summer sessions, a faculty member's time is his or her own.

## 1. Summer Teaching

Teaching in the Summer is normally done for extra compensation, rather than in-load. The University limits the amount of such teaching for budgetary reasons. Therefore the Department has set up a system to determine who gets priority for such courses. The method used for determining priority rankings for Summer is as follows:

1. For a given year, let  $x(n)$  be the number of credit hours for regular Summer courses taught by an individual during the  $n$ -th previous year if the  $n$ -th previous year corresponds to 1982 or later and zero otherwise. The Summer priority index for the given year is

$$I = \text{sum, for } n \geq 1, \text{ of } x(n) \text{ times } (0.7)^{(n-1)}.$$

2. The indices for all individuals are to be ranked. Preference for all Summer teaching assignments shall be in the order inverse to the index ranking (i.e., preference goes to those with lower indices). The index ranking shall be applied to all first course requests for tenure track faculty, then consideration is given to visiting faculty, and then the index is to be applied to all second course requests. The value of the indices of all individuals shall be made available to the entire faculty.

3. The index ranking applies to regular Summer courses. In particular, Summer courses banked toward a sabbatical leave are included in the calculation of the index ranking.

4. In case of unusual circumstances, the Steering Committee shall adjudicate the matter.

In the above, "regular Summer courses" means courses taught on campus, for credit, and under a Department of Mathematics and Statistics rubric. This includes courses taught for the Summer Mathematics Institute, although the Director of that program has the power to choose instructors for its courses. Courses that are not "regular" do not enter into the index, though such courses do affect the assignment of Summer teaching. Courses that are "banked" are not treated differently in any way.

## 2. Department Policies on Variable Teaching Assignments

These policies have been approved by the Department, to be implemented whenever the University policies and practices permit variable teaching loads within Departments.

### *(i) Special Teaching Assignments*

One or more faculty members can arrange to have teaching assignments for some specified period which may be “out of balance” for the individuals in the group, and for the group, in each term of the arrangement. The composite teaching assignments, over the period of the arrangement, will conform to the total, normal assignment.

In special circumstances some individuals in the group will have a greater total teaching assignment than others in the group, but usually the total teaching assignment will be the same for all members of the group.

The purpose of such an arrangement is to permit more effective scholarly activity for all members of the group, without adversely affecting the instructional component of their professional activities.

The time interval for such an arrangement will normally be for one academic year. It is possible to consider arrangements that extend over two years, but this will probably be approved only in very special situations.

It is necessary for the individuals in the group to co-sponsor a written request and submit the request to the Personnel Committee prior to the preparation of the teaching assignments for the initial term of the arrangement.

When such an arrangement is approved it is understood that each of the following conditions applies:

- a) there shall be no doubling of sections to create larger sections so as to reduce the class time of the members of the group;
- b) individuals in the group shall not be involved in any extension teaching;
- c) the members of the group are responsible for fulfilling the terms of the approved proposal, within the time schedule of the proposal;
- d) there will be no arrangement in which a course normally taught by one individual is taught by two or more individuals; and
- e) if a person has a heavier than normal course load in any term then this assignment shall involve no more than two preparations.

### ***(ii) Reduction in Teaching Assignments***

In addition to the course releases given for service assignments, course reductions may also be given to enhance the research activity of the Department. Whenever possible, the Department shall arrange to schedule its offerings in such a way as to permit at least two course reductions in the normal teaching duties for the regular members of the Department during each of the regular semesters.

These reductions shall be granted by the Chairperson, upon the recommendation of the Personnel Committee, who will determine the procedures for selection of which regular faculty members will be granted a course reduction. The procedures will include a call for applications.

Any individual who receives a course reduction for any reason shall not

participate in any extensive activity for additional pay, such as teaching overload or extension courses, during the same academic year of the reduction.

When it is necessary to assign substitutes for members of the Department who are ill, these assignments shall normally not be made to those who have been given reduced teaching assignments for research purposes.

### ***(iii) Increase in Teaching Assignments***

After seeking or in response to the recommendation of the Personnel Committee, the Chairperson may increase the teaching assignment for those individuals whose contributions in the areas of scholarship and/or service do not meet the level of performance that is expected of faculty in these areas.

### ***(iv) Summer Teaching as Part of Load***

An individual may in some cases arrange a partial or full reduction in teaching duties for a Fall or Winter Semester by scheduling Summer teaching as part of regular duties instead of receiving extra pay. This arrangement must be approved by the Chairperson and the Dean of the College of Arts and Sciences. Such arrangements normally require that some funds that would be expended for Summer teaching would be made available for the additional staffing needs during Fall and Winter.

## **3. Teaching for Other Units**

With the exception of courses that are intended for or cross-listed with courses in the School of Engineering and Computer Science, the Department has no standing agreements or commitments to teach courses for other units on campus. From time to time, at the request of the Director of the Honors College, Department faculty will teach a course in the Honors College. This teaching is done in-load, generally in the Winter Semester. The Department may, at its discretion, decline requests for such teaching for scheduling or programmatic reasons.

## **4. Off-Campus Assignments**

Currently the Department offers some courses in the Anton/Frankel Center in Mt. Clemens. Regular faculty will not be required to teach these off-campus courses.

# **C. Grading**

## **1. OU Grading system**

In 2018 Oakland University has switched to a letter grading system (from the previous unusual system containing decimal grades), consisting of letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F as well as some other grades. Note that there is no grade A+ and no

D-. Details can be found in the catalogs. Undergraduate grades of D and above are considered passing, but many programs insist on grades of C or even higher. (In particular, Department policy is to require a grade of at least C in order to satisfy a prerequisite for a subsequent course. Elementary education math majors and minors need to receive at least a B- for the course to count. Graduate course expectations are even higher.) Faculty members are permitted to utilize the grading system as they think best.

Final grades are submitted via the Internet (see Section X.A.3 above) with strict deadlines. Note that submitted final grades roll every night, after which a grade can only be changed by filling out an online grade change form.

Concerns about the academic progress of students in 00x, 1000-, and 2000-level courses should also be given using the Faculty Feedback system. A notice from the administration reminds faculty of this requirement.

Students are allowed to repeat a course to replace the grade earned previously. There are limitations on the number of repeats allowed.

## 2. Non-numeric Grades

A grade of incomplete (I) causes much confusion among students and faculty. Regulations governing its use are given in the catalog and should be followed. Questions should be directed to the Chairperson. A form (available in the main office) containing the exact agreement between the student and the instructor as to how the course will be completed must be filled out and signed by both. Normally the incomplete must be made up within the first few weeks of the following semester.

Other non-numerical grades (such as P, S, and U) are given in special circumstances; faculty involved in such cases should consult with the Chairperson. In particular, grades of S (satisfactory) are not normally permitted for most courses.

## 3. Grading Scale

Student information sheets in group courses covered by the policy given in Section X.F typically give as a minimum grading scale the conversion

95% → A  
 90% → A-  
 85% → B+  
 80% → B  
 75% → B-  
 70% → C+  
 65% → C  
 60% → C-  
 55% → D+  
 50% → D

Many instructors find it convenient to use that scale in all of their courses, with adjustments for class performance or difficult tests made by adding points, providing



extra credit opportunities, etc. In courses not covered by the 1000–2000 level policy, this scale is not required, however.

#### **4. Grade Posting Policy**

An instructor may not post or otherwise publicly announce student grades in any manner that permits one student to deduce the grade of another student. The preferred way to provide students with their final grades prior to the Registrar's official notification is to post the grades on Moodle.

For the rationale behind this, see Section X.D.7 below.

In addition, it is suggested that faculty members retain copies of exams and other student work for one semester following the completion of each course, in case students wish to retrieve them.

#### **5. Grade Changes**

The Registrar receives an inordinate number of requests to enter changes of course grades assigned previously. From the reasons cited by faculty members seeking grade changes, it appears that there are numerous instances of carelessness in grade computation and of students negotiating a posteriori for grades more to their liking than those initially assigned. The University has even had several requests to raise grades for students who had already graduated and received their diplomas. In each of these instances, the new grade just happened to qualify the student for academic honors. One person requested emendation of a grade submitted ten years ago! Perhaps the most troublesome are change requests that lack any rationale supporting the change but that, nevertheless, have received the approval of a committee on instruction. Needless to say, 99.99% of all grade change requests are upward.

The Registrar will not accept requests to amend grades of students who have already graduated; the event of graduation closes a student's GPA file. For students who have not yet graduated, the Registrar will be returning to the initiating department (School) grade change requests that do not include a statement of the reason behind the change sought. Additionally, the Registrar will from time to time report to the Senate the frequency and types of grade change requests forwarded by the College and the several Schools.

The evaluation of students' academic performance is one of the most important professional responsibilities of academicians. Faculty members are urged to take as great care in the mechanics of grade recording and transcription as they do in evaluating students' work to arrive at grades initially. Students unhappy with their final course grade should not be given opportunities to submit additional work to improve these grades. Rather, students should be informed at the outset of a course what will be expected of them and how their work will be evaluated.

Forms for submitting legitimate grade changes are available in the Department office.

## **D. Other University Policies Governing Courses**

### **1. Adds, Drops, and Audits**

The University catalogs contain regulations on formal auditing. Informal audits (of no record) are at the instructor's discretion and require no registration.

Students may drop a course until about the middle of the semester. Instructor permission is not required, so in most cases the student will simply disappear from the class. Instructors are not specifically notified of drops, but the student's name will no longer appear on the list of active class enrollments. Drops processed after about two weeks result in a W grade appearing on the student's transcript.

Adds after about the first week require the permission of the instructor. Instructors can give permission by either signing a form proffered by the student or by asking the department secretary to enter a permission override for the student. Department policy is to allow students to add within reason, up to the capacity of the classroom. Room changes can sometimes be arranged during the first week of class if there are more would-be enrollees than space permits. In particular, we never want to turn away students in advanced courses, such as MTH 3002. Students should be strongly discouraged from adding a course after the first week or two, because it will be very difficult for them to make up the missed work.

### **2. Course Competency**

The Department abides by the rules governing course credit by examination, so-called competency course credit, as stated in the University catalogs and in the *Schedule of Classes*. Its policy, however, is that course competency credit is not available in MTH 0661, 0662, 1441. These courses are preparatory to regular sequences of courses leading to various major programs. Furthermore, students who have failed a course or who have obtained a low grade may not repeat the course via competency examination.

Some students have taken portions of MTH 1221 or MTH 1555 at other schools and thus fall between the cracks in trying to transfer their work to Oakland University. The Department offers the following arrangement: If a student has taken a College Algebra course that covers the algebra portion of MTH 1221 but not the matrices, linear programming, or financial mathematics part (or does not cover it in sufficient depth), then they may take a test to demonstrate their knowledge of this material. If they pass it (about 65% correct), then their academic record will be marked to reflect that they have the equivalent of MTH 1221. Similarly, students whose Calculus II course did not include sequences and series may take a test on these topics to earn the equivalent of MTH 1555. The Department does not encourage this approach, since it is very hard for students at this level to learn mathematics on their own, but the Department does make the accommodation stated here. Students wishing to take these exemption tests should consult with the chief undergraduate adviser.

### **3. Excused Absence Policy**

Examinations are an important part of most mathematics courses, and students are expected not to miss examinations. When a student misses an examination with a valid excuse as determined by the instructor, the instructor may offer a make-up examination or other way of making up the missed work. The usual practice in such situations is to move the weight of the missed exam to the final exam.

The Oakland University Senate approved an Excused Absence Policy for student athletes who participate in competitions and for students representing Oakland University at academic events or artistic performances. The following guidelines are issued in order to ensure fairness to the students and instructors, and academic integrity for the courses.

1. Students shall inform their instructors in writing or by email of the dates they may miss class due to an excused absence prior to the date of that anticipated absence. When schedules are known prior to the start of a term, students must provide their instructors during the first week of each term a written schedule showing days they expect to miss classes. For other university excused absences students must provide each instructor at the earliest possible time the dates that they will miss. Instructors will not make special exceptions unless the student has notified the instructor in writing according to the above.

2. Instructors are responsible for providing students with an equitable way to make up missed work due to an absence excused by this policy and may not penalize students. Instructors should inform students in a timely manner of procedures to make up missed work, e.g., including the information in the course syllabus. If the faculty member believes that the number of excused absences will prevent the student from fulfilling the learning experience/mastery that a course requires, the faculty member may advise the student to withdraw from the course prior to the official published withdrawal date. If an instructor offers a make-up examination, it will normally be made up within one week after the regularly scheduled examination. To assist instructors to offer make-up examinations in such situations, the department shall provide proctoring help.

3. Examinations may be proctored only by members of the Department of Mathematics and Statistics.

#### **4. Provisions for Students with Disabilities**

By law, the University must make reasonable accommodations for students with disabilities of various kinds, such as learning disabilities. In many cases this requires faculty members to provide extra time on exams for such students. Details are coordinated through the Office of Disability Support Services. For clarification of your responsibilities, talk to the Chairperson of the Department.

#### **5. Scheduling Tests**

By vote of the University Senate, no exams of any kind may be given during the final

week of classes of a semester. In addition, faculty should be mindful of major Jewish and other religious holidays when scheduling tests.

## **6. Academic Misconduct**

The University has an academic conduct policy designed to uphold academic integrity and protect individual rights. The policy is spelled out in the *Undergraduate Catalog* and on the Web; this statement defines academic dishonesty and lists the expectations of faculty and students. All cases of alleged academic misconduct are handled by the Academic Conduct Committee of the University Senate, in cooperation with the Dean of Students Office, and faculty members are not permitted to attempt to mete out their own justice.

In particular, all suspected cases of cheating, plagiarism, falsifying records, unauthorized collaboration, or other forms of academic misconduct must be reported to the Dean of Students Office in writing. The procedures state that “it is not necessary for the person making the report to contact the individuals involved; however, the faculty member submitting a report of alleged academic misconduct may wish to inform the student as a courtesy. The complainant (faculty, staff, student) is advised not to conduct an investigation since it is the responsibility of the Academic Conduct Committee to determine if an academic violation has occurred. For their legal protection and to assure the rights of students, faculty members should report violations for the Committee to handle rather than make unilateral judgments and levy penalties.” In particular, the faculty member should not get into a protracted discussion with the student as to whether or not s/he has cheated.

In most cases the Committee will conduct a hearing and, if the student is found to have committed academic misconduct, it will impose a penalty, which might range from reprimand to expulsion. Many faculty members in the Department have a policy (announced on their syllabi) that any student found guilty in this manner will also receive a 0.0 grade in the course, but grading is not a matter that the Academic Conduct Committee can get involved in. Obviously, a faculty member cannot grade a student down because s/he believes that the student has cheated, since the student must be afforded due process (as explained above) before any penalty is imposed.

Faculty members are also expected to take measures to help prevent cheating, such as using more than one version of an exam or asking students to move when they appear to be copying from another paper.

## **7. Privacy of Student Records**

Oakland University is subject to the provisions of the Federal Family Educational Rights and Privacy Act of 1974. Basically, the Act guarantees that all student educational records are private records and may be disclosed to third parties only upon written authorization of the student or, in the case of a minor, the student’s parents. In this connection, it is important to note that the State of Michigan Freedom of Information Act specifically excludes from its provisions student records covered by the federal law. Privacy of student records must be maintained in accordance with the Family Educational Rights and Privacy Act.

In particular, you are not permitted to discuss anything at all about a student (even the fact that the student is in your course) with anyone at all (including spouses and parents, even if the student is under 18 years old, according to federal guidelines) without the express consent of the student. Furthermore, you cannot assume that an e-mail message purporting to be from a student is actually from that student, so you are not allowed even to acknowledge that the purported writer is in your class, much less discuss his or her performance. The University has made an exception to this policy if the writer uses his or her OU email account (**whoever@oakland.edu**)

The University has established policies and procedures for assuring compliance with the Family Educational Rights and Privacy Act. These include the following items:

1. An instructor may not post or otherwise publicly announce student grades in any manner that permits one student to deduce the grade of another student. Posting of grades by student number (the Oakland University traditional procedure) violates the Act and is to be discontinued unless each student whose grade is so posted has given prior written authorization for the posting. In fact, a better method is to have the student who wants the grade posted to make up a "PIN", rather than using student number. An alternative way to provide students with their final grades prior to the Registrar's official notification is to have them submit a self-addressed, stamped postcard along with the final examination (or an envelope for returning the exam).
2. Under the Act, students have the right to inspect their own educational records upon their written request to do so. Because it is necessary under the Act to document and to acknowledge all such requests, the following procedure should be followed when a student asks to view one of his/her records in a faculty member's possession: Refer the student to the Department Chairperson for execution of the appropriate request form. If the student's request is legitimate under the Act, the Chairperson will then request the information of the faculty member, share it with the student as required by the Act and obtain written acknowledgment from the student that s/he has reviewed the record.
3. If a student asks that an instructor release to a third party information from his/her educational records, refer the student to the Department Chairperson for execution of the appropriate written release form. A copy of the student's authorization to execute this release should be retained.
4. In compliance with terms of the Act, the University has appointed a Hearing Officer for informing students of their rights under the Act and assisting them in exercising these rights should they so desire.

In addition, it is suggested that faculty members retain copies of exams and other student work for one semester following the completion of each course, in case students wish to retrieve them.

## **E. Assessment**

The Department engages in a range of assessment activities in order to assure the continuing improvement of its academic programs and to support university priorities. This section summarizes these activities and indicates how faculty members are involved on a regular basis.

The major individual faculty responsibilities are associated with teaching and (some) committee assignments. With regard to teaching, the primary responsibilities are as follows. In preparation for each course assigned, instructors should make a careful review of course policies that may exist and consult with recent course summaries to become acquainted with current course issues. These materials are available in the Departmental office. At the conclusion of each course, instructors should prepare and submit in a timely manner the end-of-course report in the required formats.

In addition, members of the Committee on Undergraduate Programs and the Committee on Graduate Programs have further responsibilities as indicated by the Assessment Plans described as follows for Departmental programs. Members of these committees may also be expected to carry out further work in support of assessment required in programs whose students enroll in service courses of the Department and the University program in General Education.

## 1. University Assessment

Oakland University assessment policy and practices are indicated by the following excerpt from the Oakland University Academic Assessment Plan

### **PHILOSOPHY AND OVERVIEW**

From its outset, Oakland University has been determined to provide a rigorous course of study emphasizing the liberal arts, knowledge of diverse cultures, and opportunities for student participation in research. These commitments from Oakland's formative years can still be discerned in its curriculum and are reflected in the approach taken by the university Assessment Committee in guiding assessment process.

Oakland University has a tradition of faculty and discipline autonomy, and a high degree of faculty participation in the making of academic policy. In keeping with these traditions, and to encourage faculty "ownership," the Assessment Committee, which has primary responsibility for ensuring sound assessment practice, invites each academic department or unit to devise an assessment plan which the departmental faculty find credible for each of its major programs.

The Assessment Committee requires that each plan flow from the University's Role and Mission Statement, which echoes the above commitments. The format recommended by the Assessment Committee includes citation of appropriate goals from the University mission statement, specification of the program's goals, identification of student learning outcomes linked to program goals, delineation of the measures

for student learning outcomes, clarification of the “feedback loop,” and designation of the program faculty responsible for assessment activities. Evaluation of the University’s assessment program, as a whole, is conducted by the Assessment Committee. University legislation provides that the results of assessment, and the program’s response to this new information, are included in the decennial program reviews.

## 2. Assessment of Departmental Undergraduate Programs

This section describes the current Undergraduate Programs Assessment Plan for the Department.

### LEARNING OBJECTIVES IN MATHEMATICS AND STATISTICS

1. A mastery of the course material. It is an objective of the Department that students be thoroughly grounded in the major intellectual components of the discipline — including the interplay of theory and applications, study in depth, and the construction of general theories and proofs — so as to prepare them for future study and/or employment.
2. Overall knowledge of the subject upon graduation. It is an objective of the Department that our students develop the attitudes of mind and the analytic skills required for the efficient use, appreciation, and understanding of mathematics and statistics, and that our students are prepared to communicate mathematical and statistical concepts effectively, both orally and in writing, to non-mathematical, as well as mathematical, audiences.
3. Understanding the basic principles in mathematics and statistics. It is an objective of the Department to develop mathematical maturity in our students, i.e., the ability to read and comprehend technically-based material so that they can learn mathematics and statistics independently.
4. Explore the ways that people use mathematics and statistics in modern society. It is an objective of the Department to prepare students who understand the increasing role that mathematics and statistics play in modern society and to prepare students to take advantage of the role computer technology occupies in all phases of mathematics and statistics.
5. Knowledge of material applicable to chosen field. It is an objective of the Department to improve the mathematical skills of students who will be or are already employed in technical jobs by developing their abilities to solve open-ended problems and to recognize and apply mathematics and statistics independently.

## LEARNING OUTCOMES IN MATHEMATICS AND STATISTICS

1. Students will gain skills in quantitative and qualitative methods of analysis and problem-solving.
2. Students will understand major theories and content of mathematics and statistics.
3. Students will be able to apply their knowledge of mathematics and statistics to real-world problems.

## BRIEF DESCRIPTION OF CURRENT DEPARTMENT PROGRAMS

The Department offers three majors: two in mathematics and one in applied statistics. Generally, the above goals apply to all three majors. However, there could be differences in emphasis between mathematics and applied statistics. For example, for majors in applied statistics, the interplay of theory and applications would have a higher priority than the construction of proofs, while the reverse would be true for majors in mathematics.

## PROPOSED INSTRUMENTS OF ASSESSMENT

The following are the instruments of assessment to be used by the Department in assessing all of its undergraduate programs. The only difference in assessing the undergraduate degrees in mathematics and the undergraduate degree in applied statistics that may occur in the future is discussed in paragraph 4 below.

1. Review of course materials and instructors' course summaries. Course summaries of all mathematics and statistics courses are reviewed each year by the Committee on Undergraduate Programs to study issues brought up by instructors. These issues include (but are not limited to): topics covered, preparedness of students, changes in curriculum or textbooks, calculator policies, and success of students. These reviews will take place in the Fall Semester of each year. Any areas of concern will be considered by the Committee on Undergraduate Programs during the academic year.
2. Exit interviews of all graduating seniors. These interviews are to be conducted and documented by the Coordinator of Undergraduate Programs in collaboration with the Department's Chief Undergraduate Adviser. The interviews will take place near the end of the Fall and Winter Semesters each year. The results of the interviews will be summarized by the Coordinator of Undergraduate Programs, and the Committee on Undergraduate Programs will have access to the summary of the interviews as well as the original interview sheets. The Committee will discuss the results of the interviews near the beginning of each Fall Semester and will consider further any comments students made that the Committee believes need further attention or discussion. For example, in response to comments made by some of our graduating seniors during the interviews that took place in Winter 2002, the Committee will be considering in up-coming meetings if a certain pivotal course in our program should be offered more frequently (currently it is offered only every Fall Semester), if the prerequisites of two courses really are needed, and if the contents of one of our courses should be slightly modified.



3. ETS Major Field Test. The Educational Testing Service (ETS) Major Field Test in Mathematics will be given to mathematics, statistics, and actuarial science majors in MTH 4552 near the end of each Fall Semester. According to information on ETS's website: "The tests are ... designed to assess mastery of concepts and principles, as well as knowledge expected of students at the conclusion of a major in a specific subject area." Also, from ETS's website: "Each test delivers an individual score report, plus the mean scale score and standard deviation for the group of students tested. Several of the tests deliver individually reliable subscores that denote the achievement within broad areas within the field. Most of the tests also deliver assessment indicators, or scores relating the performance of the group of students within subareas of the major field of study." The Committee on Undergraduate Programs will review the results of the Field Tests each Winter Semester. If the results of the exams show deficiencies in any part of our program, it is the responsibility of the Committee on Undergraduate Programs to recommend changes to address the areas of deficiencies. Currently, there is no Major Field Test in Statistics or Actuarial Science and the Department will be asking any applied statistics major or actuarial science major in MTH 4552 to take the Mathematics Field Test. If a Field Test in Statistics becomes available in the future, the Department intends to have statistics majors take the Field Test in Statistics rather than the Field Test in Mathematics. [Note: The Department is requesting that the Assessment Committee use some of the funds available to it to reimburse the Department for the cost of the ETS Field Tests.]

All material gathered in a given year will be reviewed by the Department's Committee on Undergraduate Programs and a summary of its findings will be shared with the Department.

#### Exit interview

2. What were the reasons that you attended Oakland University?
3. What and/or who influenced you to major in mathematics or applied statistics?
4. What and/or who was most encouraging for you during your time at Oakland University?
5. In reviewing your course work at Oakland University, what courses in your major were most beneficial? Which courses did you feel were not beneficial? Why?
6. In reviewing your course work at Oakland University, what courses outside of your major were most beneficial? Do you think any of the required courses outside your major were not beneficial? Why?
7. Did you take any mathematics courses at Oakland University for which you felt the prerequisite courses did not give you adequate preparation? Please explain if you experienced any deficiencies?
8. Were there any topics or areas of mathematics that you feel were not adequately covered in your classes at Oakland University?
9. Would you please comment on the advising you received?
10. Would you please comment on the scheduling of courses with respect to their availability on a semester by semester basis and the time (day, evening) they

were offered?

11. Did you find the Oakland University library adequate for your needs in your mathematics courses? If you feel the Oakland University library was not adequate, would you please be specific and also explain how you overcame this deficiency?
12. Would you please comment on the adequacy of the Oakland University and departmental computer facilities for your undergraduate work?
13. What are your future career goals? Do you feel that you are adequately prepared for your career goals?
14. What do you believe that either the University or the Department of Mathematics and Statistics should do in the near future to improve the undergraduate experience at Oakland University?
15. Are there any comments that you would like to make?

### **3. Assessment of Departmental Graduate Programs**

This section describes the current Graduate Programs Assessment Plan for the Department.

The following is the Department of Mathematics and Statistics (DMS) plan for assessing its graduate programs. At this time, we offer programs leading to the degrees: Ph.D. in Applied Mathematical Sciences, M.A. in Mathematics, M.S. in Industrial Applied Mathematics (MSIAM), M.S. in Applied Statistics, and Graduate Certificate Program in Statistical Methods.

#### **1. OU Mission and Goals**

Amongst the goals listed in the Oakland University Mission Statement, our assessment activities will focus on Excellence in Graduate Programs, Research and Scholarship and Community Outreach. We are active in these areas and are proposing a relevant assessment plan along these lines.

#### **2. Department Goals**

We will continue to provide excellent graduate programs. The M.A. and M.S. degree programs, as well as the Graduate Certificate Program, are well established and have enjoyed various degrees of success. We believe the quality of these programs is excellent; we intend to keep it this way.

Our Ph.D. in Applied Mathematical Sciences started in 1997 and became a regular Oakland University program in 2010. A prime objective of the DMS is to continually strengthen this program, in particular by recruiting more students and offering more courses. The overall purpose of this program is to prepare students for careers in industry and government, as well as academia.

In general, our graduate programs are intended to provide research experiences for our students (more so at the Ph.D. level), and experience in the application of

mathematics and statistics to industry.

### **3. Learning Objectives**

Our graduate programs are designed to accomplish the following student learning objectives:

- B. Deep knowledge of course material, both theory and application.
- C. High quality Ph.D. dissertation, scholarly publications and other research endeavors.
- D. Exposure to, and an understanding of, the nature of research in mathematics and statistics.
- E. An understanding of how mathematics and statistics are used effectively in industry and government.

### **4. Methods of Assessment**

The following methods and instruments will be used to assess our levels of success in attaining the previous learning objectives A, B, C and D. Each one is listed with the relevant objectives in brackets.

- a. Ph.D. qualifying exams [A]
- b. MSIAM projects [A, C]
- c. Competency examinations (in statistics) [A]
- d. Student exit interviews [A, C, D] (see form attached)
- e. Faculty exit evaluations [A, C, D] (see form attached)
- f. Ph.D. dissertations [B]
- g. Student publications [B]
- h. Student conference presentations [B, C]
- i. Student participation at conferences [B, C]
- j. Student reports [B, C]
- k. Student projects [B, C]
- l. Graduate employment [D]

### **5. Assessment Administration**

The DMS Committee on Graduate Programs (a standing committee) will have the responsibility of overseeing and administering the assessment activities. The chair of the department is an ex-officio member of this committee. It is chaired by the department's Coordinator of Graduate Programs, who is a continuing member of the DMS Steering Committee (i.e., executive committee).

### **6. Assessment Procedures**

At the beginning of each academic semester, the Committee on Graduate Programs will discuss the results of all gathered data, assess the graduate programs, report to the

department and propose any needed improvements.

## F. Departmental Courses (1000–2000 level)

### 1. Policies in 1000–2000 Level Courses

Some of the most serious challenges the Department faces in the pursuit of its teaching mission occur in its 1000–2000 level courses. It is therefore important that the Department clearly communicate to all concerned what its goals and objectives are in these courses and what kinds of policies it is using to try to accomplish them. That is the purpose of this section.

The Department of Mathematics and Statistics is committed to achieving the goal of an academically sound freshman and sophomore mathematical sciences curriculum in which most conscientious Oakland students can expect to be successful.

In order to create a structure that will support continuing, effective progress toward this goal, the specific objectives of these policies are to see that:

- 1) Consistent course policies and expectations in various sections of a single course are maintained in every semester.
- 2) Course policies and expectations do not change arbitrarily from semester to semester.
- 3) Students and instructors alike have a clear understanding of course policies and expectations.
- 4) Students who are successful in a course acquire the necessary knowledge and skills for further courses or programs for which the course is a prerequisite or requirement.
- 5) Consistent with the above objectives, methods that can increase the number of students who are successful in a course are implemented in a timely manner.

As of the Fall Semester of 2014, the following policies are determined as appropriate for existing 1000–2000 level courses. They are summarized in the table below. The subsections following the table detail specific aspects of the different policies.

#### 1000–2000 LEVEL COURSE POLICIES

Course	Instructor Information Sheet	Student Information Sheet	Department Examination	Course Leader
APM 1663	Yes			
APM 2555	Yes	Yes		
APM 2663	Yes			

MTE 2110	Yes	Yes		Yes
MTH 0661	Yes	Yes	Yes	Yes
MTH 0662	Yes	Yes	Yes	Yes
MTH 1118	Yes			
MTH 1221	Yes	Yes	Yes	Yes
MTH 1222	Yes	Yes	Yes	Yes
MTH 1441	Yes	Yes	Yes	Yes
MTH 1554	Yes	Yes	Yes	Yes
MTH 1555	Yes	Yes	Yes	Yes
MTH 2554	Yes	Yes		
MTH 2775	Yes	Yes		
STA 2220	Yes	Yes	Yes	Yes
STA 2226	Yes	Yes		

## 2. Instructor and Student Information Sheets

Instructor and student information sheets serve the purpose of communicating individual course recommendations and policies concerning issues such as calculator use. They also provide for the efficient production of course materials at the start of each semester. In the courses in which they are used, they should be considered as statements of departmental intent for that course and followed as such. The information sheets were originally developed in the Winter Semester of 1991 and have been modified over the years. Further revisions may occur, with review and approval by CUP, upon the initiative and recommendation of Course Leaders, other instructors in the courses, or any other departmental faculty. CUP holds annual hearings to facilitate such general faculty review of the current policies and any recent revisions in 1000–2000 level courses.

The table above shows which courses are currently designated as having Student Information Sheet and/or Instructor Information Sheets. Subsequent revision of these lists may be made upon recommendation of CUP and approval of the Department.

## 3. Departmental Examinations

Certain undergraduate courses have been designated as having their final examination administered as a Departmental Examination. Departmental Examinations are given to ensure that students in large enrollment classes are examined fairly and that departmental expectations are maintained in a consistent manner from semester to semester. It is used only during the Fall and Winter Semesters; during a Summer term, individual instructors are expected to carry out the spirit of the process. Revisions in these procedures may be proposed by CUP and are subject to departmental approval.

Departmental Examinations are given for students in all day sections of the course at a common time during the Final Examination period. Each one is constructed by a two-person team, which consists of the Course Leader and a Test Pilot. Each is provided with a copy of the instructor and student information sheets for the course, a copy of the text, and copies of the last three Departmental Examinations given in the course. The Department Chairperson or the Chairperson's designee is responsible for coordinating this process.

The Course Leader's responsibility is to completely draft a final examination that covers essentially all of the topics of the course syllabus with point weights roughly equivalent to the class time assigned to those topics in the information sheet. During this process consultation with the course's current instructors is required. Consistent notation and terminology with that of the text must be used. As for examination length, a typical faculty member should be able to complete the examination in about 35 minutes with 95% accuracy. If the rooms in which the examination will take place require multiple versions, these are drafted as well. All of these materials are submitted to the Test Pilot at least three weeks before the day of the final examination.

The Test Pilot's responsibility is to write out the examination fully in a timed environment and to determine if all of the examination's objectives have been met. If they have not been, then the Course Leader and the Test Pilot work together to resolve as many of the difficulties as they can. The Department Chairperson is responsible for resolving any disagreements.

#### **4. Course Leaders**

Certain undergraduate courses because of their typical staffing patterns, their importance to the Department's instructional mission, or their history of instructional difficulties require extraordinary attention. Such courses are assigned a tenured faculty member in the position of Course Leader.

An assignment as Course Leader for a faculty member should if possible last more than one semester. During that period, in addition to the responsibilities given below, a Course Leader would normally be expected to teach at least one section of the course in each of the Fall and Winter Semesters. If the Course Leader wished to teach more than one section of the course in a given semester, it is expected that such a request would be accommodated. Fall or Winter Semesters in which the Course Leader did not teach a section of the course could occur with the approval of CUP.

The Course Leader's primary responsibility is to provide for the course's continuing improvement while it is being offered efficiently and effectively with due regard for all parties concerned: students, faculty, the Department, other academic units in the College and beyond, and the University as a whole.

More specifically, the Course Leader is responsible for ensuring that all instructors in any semester are familiar with all materials and issues related to teaching the course. Special attention should be given to those instructors who may not be familiar with current course policies. In the case of graduate teaching assistants or new part-time instructors, this may require the Course Leader to meet with instructors on a regular basis throughout the semester. In addition, the Course Leader is responsible for proposing to CUP, and obtaining approval from CUP for, any revisions in course materials and policies including, but not limited to the text, instructor information sheet, and student information sheet. Finally, the Course Leader is responsible for preparing, and promptly submitting electronically and on paper, semester reports on the course, reporting to CUP on the course's current status as may be requested by CUP, and assisting the Chairperson, as requested, in presentations and discussions that may arise with interested parties outside of the Department.

## **5. CUP Responsibilities**

In supporting this structure of policies related to 1000–2000 level courses, CUP's responsibilities include the following:

- 1) review and process changes in courses which are proposed by Course Leaders, instructors of 1000–2000 level courses without Course Leaders, or other departmental faculty,
- 2) monitor course reports submitted from all 1000–2000 level courses,
- 3) develop reliable criteria in order to assess how well individual courses are meeting the objectives of these policies,
- 4) identify courses needing special attention because of lack of progress,
- 5) facilitate departmental discussion and involvement in the continuing process by conducting an annual hearing on the current status of all 1000–2000 level courses, and
- 6) assist the Chairperson as required in communicating issues related to these courses with parties outside of the Department.

## **6. Special Treatment of General Education Courses**

Assessment of General Education courses requires special procedures, such as tabulating student performance on certain final examination questions. The Coordinator of Undergraduate Programs will work with the Course Leaders to implement these requirements.

## **G. Graders**

Graders are available as funds allow. Assignments will be made during the first week of class. Instructors should discuss their needs with the Grader Coordinator, who will hire and assign the graders. Guidance of a grader's work is the responsibility of the professor in charge of the section. That person should also pay attention to making this a learning experience for the grader by discussing with him or her the pedagogical aspects of the course development. Graders should not be asked to grade midterm or final exams.



## H. Independent Study

1. Permission from the appropriate Coordinator is needed for a student to register in MTH 2996, MTH 4996, MTH 5996, or analogous courses with other Department rubrics. A form is available in the main office for this purpose. This emphasizes the fact that an independent study course is an agreement between the student and a faculty member.
2. Independent study is not usually to be offered in courses that are taught on a regular basis.
3. MTH 290 is restricted to sophomores, MTH 4996 (normally) to juniors and seniors and MTH 5996 to graduate students. In all cases, a student who registers for independent study should have a GPA of at least 3.00.
4. Faculty members are advised to be very selective about assuming independent study work and are advised not to take on any more than an average of one study per term. This will help to ensure high quality work and is related to the fact that such work is done on overload without pay or recognition. (This paragraph does not apply to independent study that is an integral part of graduate work. Such supervision should be done in-load.)
5. The temporary “P” grade is authorized for use in the Independent Study Courses 290, 4996, 5996.

## I. Remedial Courses, Placement, and Prerequisites

Department policy is that prerequisites are to be strictly enforced. Students must meet the prerequisites for every course they take, either by having passed the prerequisite courses at Oakland University with a 2.0 grade or better, or by having passed with a C or better equivalent courses at another college or university (not high school), or by placing out of the prerequisite courses on our placement exam or via ACT scores. Although the university computing system used for registration checks prerequisites and does not allow a student to register without having passed or being currently enrolled in the prerequisite courses, faculty should still check prerequisites carefully and inform the Chairperson of students who do not meet them; drop forms for these students will be forwarded to the registrar, who will remove the students from the class. Resources for checking prerequisites include (1) a master list of the entire math course history for all current students, in the secretary's office, (2) a file with the placement test results, also in the secretary's office, (3) University records in the registrar's records office (O'Dowd Hall), (4) transcripts and/or advanced standing reports in the possession of the student, and (5) a list of ACT scores in the secretary's office. Further information can be obtained from the departmental grade database maintainer, who will also provide at the beginning of each semester detailed information on the current placement regulations (ACT equivalents)

and a list of the entire math course history for all students on a course by course basis. Further help can be obtained from the secretaries or faculty members with Banner access (such as the chief undergraduate advisor).

## **J. Private Tutoring**

The following policies relates to private (paid) tutoring.

1. It is a conflict of interest for an instructor to tutor a student in any section of a course currently being taught by that instructor.
2. Department space and facilities may not be used for private tutoring.

## **K. End-of-course Report**

Each instructor is expected to submit, at the end of each term, a report for each course s/he taught. The form for this report is in electronic form and needs to be submitted in that form to the administrative secretary and the coordinator (graduate or undergraduate, as appropriate). In addition, a paper copy together with all relevant documents (tests, handouts, etc.) should be given to the administrative secretary. Information on assessment of both graduate and undergraduate programs is to be included in the course summaries, and the Committees on Graduate and Undergraduate Programs read the course summaries as part of their respective assessment programs. The Salary Advisory Committee makes use of this material in the Summer, and then the reports are kept on file in the Department offices. All instructors should consult the files to find out what was done in previous terms, as they prepare for teaching a course. In particular, textbook selection should not be undertaken without first knowing this past history. For courses with a course leader, only the course leader should prepare a report using input from all instructors of that course, including any evening and off-campus sections.

## **L. Commendations, Honors, Lou Bragg Award, Deming Scholarship, Froemke Fellowship, James McKay Doctoral Research Endowment, Bragg Scholarship in Mathematics, Distinguished Alumni Award**

The Department has several ways of recognizing outstanding performance of its students.

## **1. End-of-term commendation letters**

At the end of each semester, the secretarial staff will distribute a form on which faculty should submit the names of the top few students in each class. The students so selected will receive a certificate and letter. This method of honoring our best students will do much to bettering the atmosphere and may perhaps help garner new majors.

## **2. Departmental honors**

Departmental honors are given each semester to deserving graduating majors. The criteria for selection are given in the *Undergraduate Catalog*, and up to one third of graduating seniors (over time) may be honored. The selection is made by the Committee on Undergraduate Programs, after a discussion during which the chief adviser presents their accomplishments.

## **3. The Louis R. Bragg Graduating Senior Award**

The award was initiated in 1995 by a gift from Professor Lou Bragg. Funds of the order of magnitude \$2100 are available in a University account for establishing and maintaining a graduating senior award in the mathematical sciences. Some of these funds were used to purchase a departmental plaque when the award was established; the rest of the funds will be used over time to pay for the engraving of the winners' names on the plaque, smaller plaques for the winners, a book or other token gift, and a reception to honor the winner each year. The procedures associated with this award are as follows.

### **Selection Committee and Criteria**

A committee for selecting the top graduating senior will be made up of three persons: (a) the Department's chief adviser, (b) the Coordinator of Scholarly Activities, and (c) a member of CUP. The chief adviser will serve as chairperson of this committee. Each year, the CUP Chairperson will designate a member of CUP to serve on this selection committee. The chief adviser will examine the records of those who will be graduating in April or the previous December, August, or June to ascertain who will be the possible candidates for the senior award. Near the end of the Winter Semester, the committee will meet to start the initial screening of candidates. At that time, the grades for the previous Fall Semester will be available.

The selection committee will make every effort to limit the award to only one individual in the mathematical sciences per year. As for selection criteria, the awardee should, at the very minimum, qualify for departmental honors. Beyond that, the Committee is permitted to develop and maintain its own criteria. Some possibilities include examining the overall GPA, the GPA in the mathematical science courses, the level of difficulty of the mathematical science courses taken, participation in the Putnam competition, possible contributions in undergraduate research projects, leadership roles, and possible plans for graduate study. When the competition is quite close, the selection committee may wish to seek letters from faculty members who have taught the

competitors in advanced level courses. These letters could comment on the initiative and ingenuity on the part of the student and the overall quality of the student's work. While typically a possible awardee should have spent at least two years at Oakland University, the selection committee can ignore this “time” period if it leads to considerably weaker choice for the awardee. If it is impossible to separate the quality of work of the top two students, then each of the two top students should receive an award. Starting with its own criteria, the selection committee should keep records of its deliberations and, if necessary, change or update these criteria. These records will be available to later committees in order that there be some degree of continuity in the process. The decision of the selection committee will be final whether this leads to honoring one student, two students or no students. The recommendation will be forwarded to the departmental Chairperson who will direct the appropriate individual to have the departmental plaque engraved and get the student plaques prepared.

On or near the commencement date of an awardee, the awardee, his parents, his wife or significant other, etc., will be invited by the Chairperson of the Department to attend a departmental ceremony along with a tea. At this ceremony, the Chairperson will make some appropriate remarks about the individual(s) being honored and then unveil the departmental plaque with the new name(s) of the honoree(s) affixed. Finally, the honoree(s) will be presented with their individual plaques.

A list of the past recipients of the Louis R. Bragg Graduating Senior Award is available from the Department’s website.

#### **4. The Deming Scholarship**

The Deming Scholarship fund was established in the late 1980s by Professors Harvey Arnold and David Downing, and subsequently was augmented with substantial contributions from the Automotive Division of the American Society for Quality. Starting in 1994, the scholarship fund has supported annual awards with a stipend of \$750. Graduate students in statistics degree programs and undergraduate statistics majors are eligible for consideration. Selection criteria include academic performance and potential as a practicing statistician. The selection committee consists of the Department Chairperson, the chairperson of the graduate programs committee, and the graduate adviser. A list of the past recipients of the Deming Scholarship is available from the Department’s website.

#### **5. The Jon Froemke Memorial Fellowship**

Jon Froemke, Associate Professor of Mathematics, served Oakland University and its students from 1967 until his untimely death in 1998. Students were always his top priority. This endowed graduate assistantship is intended to honor his legacy.

Jon Froemke took a personal interest in the students beyond the classroom and office hours. He would invite the teaching assistants, student tutors, and advanced students to his home. He and his wife Judy, the donor behind the Memorial Fellowship, which was established in 2002, opened their home to Oakland’s foreign exchange

students during holiday breaks when the dorms were closed. Perhaps Professor Froemke's most important contribution during his last decade or so at Oakland was his work with the Academic Skills Center (currently The Tutoring Center). As liaison to this peer-tutoring center, he spent many hours teaching student tutors how to assist their peers who found mathematics and statistics difficult. He set a good example, as well, by tutoring students himself in addition to identifying, hiring, and training tutors for the Academic Skills Center.

As the Memorial Fellowship is now constructed, a graduate student in mathematics or statistics is paid \$7000 per year for the following activities: develop and conduct workshops for math courses, math tutors, and Math Supplemental Instruction Leaders; act as an SI Leader for one section of a math course; serve as liaison between the Department of Mathematics and Statistics and The Tutoring Center; provide tutoring assistance to students learning mathematics and statistics; assist in the collection, maintenance and manipulation of data in the TTC. Duties should not exceed 20 hours per week.

The Froemke Fellow will receive a yearly stipend of \$7000, \$2500 to be supplied by the Department of Mathematics and Statistics, \$2500 from the Fellowship fund, and \$2000 from The Tutoring Center. In addition, the Dean of the College of Arts and Sciences has agreed to pay tuition and fees for two courses per semester for the Froemke Fellow.

The Froemke Fellow is chosen from the qualified applicants by the Chairperson of the Department of Mathematics and Statistics and the Director of The Tutoring Center.

## **6. James McKay Doctoral Research Endowment**

The James McKay Doctoral Research Endowment was established from the bequest of Professor Jim McKay with the purpose to support the most promising candidate who has finished course work and examinations and is beginning the dissertation for a doctorate in Mathematics. Research Awards are made by the Committee of Graduate Programs when funds are available taking into consideration the need and promise of the doctoral candidate.

## **7. Louis R. and Mary L. Bragg Endowed Scholarship in Mathematics**

The Louis R. and Mary L. Bragg Endowed Scholarship in Mathematics was established by Professor Louis R. Bragg and Mary L. Bragg with the purpose of supporting undergraduate students who plan to or are majoring in mathematics, beginning with incoming freshman, who demonstrate strong overall academic performance and excellence in the study of mathematics. To be eligible for the award, freshman students must have a high school GPA of 3.5 or above, and an ACT score of 25 or above, and must be planning to major in mathematics. Awards will be made by the Committee on Undergraduate Programs based on availability of funds. Awards may be renewed for up to three additional years if the recipient maintains an overall grade point average of 3.0

and a 3.3 grade point average in mathematics.

## 8. Distinguished Alumni Award

The Department of Mathematics and Statistics Distinguished Alumni Award is established to recognize alumni for their significant promotion of mathematics and statistics, for their exceptional career accomplishments in an area related to mathematics or statistics, or for their accomplishments that bring extraordinary credit to Oakland University.

Only living alumni who have received at least one degree from Oakland University Department of Mathematics and Statistics are eligible. Moreover, the awardee cannot be a current Oakland University employee.

The award shall consist of a certificate presented to the recipient and the recipient's name shall be inscribed on an award plaque that will be displayed in the Department of Mathematics and Statistics.

Nominations may be made at any time by any faculty member of the Department of Mathematics and Statistics. Each nomination shall consist of a letter of nomination which will indicate how the nominee meets the criteria outlined above for the award. Selection of an awardee from among the nominees shall be made by the Steering Committee by its December meeting of each year. At most one award will be made in any 3-year period.

## M. Calculator, Computer, and Internet Use in Courses

It is Department policy to encourage the appropriate use of technology in courses, including graphing calculators, statistics software (such as *SAS*), computer algebra systems (such as *Maple*), graphic software (such as *The Geometer's Sketchpad*), and other programs (such as for linear algebra, abstract algebra, operations research, numerical analysis, computer graphics, graph theory, etc.). Innovative uses of the Internet, word processors, spread sheets, and typesetting systems are also possible. Policies in each course should be clearly delineated on the Instructor Information Sheets and Student Information Sheets. In particular, calculator policies in Department-controlled courses at the 1000–2000 level should be included on the Instructor Information Sheets and Student Information Sheets.

All Oakland students can obtain computer accounts for the asking in the basement of Kresge Library. Personal computers are also available in several labs throughout campus, and many students have PCs at home, from which they can run software or access the Internet through Oakland or a commercial provider.

The University provides support for constructing course Web pages and otherwise using technology to aid in the conduct of courses.

## **N. End-of-term Student Evaluation Questionnaires**

All instructors are required to administer end-of-term student evaluation questionnaires. Sufficient quantities will be provided near the end of the term by the secretarial staff. Courses should be exchanged for this purpose, with the first (or last) 20 minutes or so of a class near the end of the term being used by two instructors to administer the questionnaires for each other. Completed questionnaires are to be returned to the secretaries, and the instructor does not have access to them until after final course grades have been turned in. At that time instructors are encouraged to read the forms; they remain the property of the Department, however, and are used in salary and reappointment decisions. Past practice has determined that the questionnaires are also subject to Freedom of Information Act requests by outside parties.

## **O. Supplemental Instruction, The Tutoring Center, and Other Resources for Students**

Certain courses come with an added Supplemental Instruction section. These additional hours of instruction are provided by advanced students employed by The Tutoring Center. Students learn effective study techniques, problem-solving skills, etc. Participation is totally optional, and no additional burden is imposed on the instructor, but instructors should cooperate with the program when their sections are included.

The Tutoring Center (103 NFH) offers free peer tutoring to students in courses through about the 2000-level. All instructors should make their students aware of this service. The Center also keeps on file for student perusal copies of our old exams (unless individual instructors request them not to do so).

Students often request recommendations for private tutors. It is currently Department policy not to give out such recommendations, or to keep lists of such tutors. Students can be advised to look for tutors advertising in the OC or elsewhere, with, of course, no guarantee of quality provided by us. See also Section X.J.

The Education Resource Lab (350 ED) is a resource center for the elementary education program. Faculty members who are teaching elementary education courses will find much that is of use in that center.

## **P. Summer Mathematics Institute**

Every summer the Department conducts the Oakland University Summer Mathematics Institute (OUSMI). This is a special program for high school students, which normally runs for six weeks in the Summer, and is funded by an anonymous donor. Two special sections of Department courses are taught to the attendees. Instructors for these courses are to be compensated at the regular Summer rate and their teaching counts in the usual

way in the computation of the “index” for Summer teaching (see Section X.B.1), although the Director has the power to choose instructors for its courses.

A departmental motion passed in January 1999, states: “The operation of the OUSMI is part of the regular activities of the Department, subject to availability of funding. The administration of the OUSMI is assigned to the Institute Director by the Department Chairperson on behalf of the Department, which retains a vested interest in that administration.”

The administration of the OUSMI is handled by the Director, who is compensated out of the OUSMI budget. The Director’s responsibilities include:

- a) Selection of OUSMI attendees (this includes recruiting)
- b) Selection of OUSMI instructors, coordinated with the Chairperson, who is responsible for the overall Summer teaching schedule
- c) Selection of OUSMI courses, done in collaboration with the instructors
- d) Publicizing the OUSMI for the benefit of the Department
- e) Managing the OUSMI budget
- f) Presentation of a report.

The director serves at the discretion of the Chairperson with the advice and consent of the Steering Committee.

A history of the OUSMI including the directors, instructors, and the courses taught is available from the Department’s website.

## **Q. High School and Other Guest Students**

Oakland University attracts many students who are still in high school and wish to take college-level courses, especially in advanced mathematics. It is often the case that our best students in MTH 1554, 1555, 2554, 2775, or other courses fall into this category. Juniors and seniors who have passed the state proficiency tests will usually have their tuition covered by the State of Michigan. Application procedures are simple. The Department is very happy to have these students here, and every effort should be made to treat them well. Some of them may decide to attend Oakland University on a full-time basis once they graduate from high school.

## **R. Textbook Selection**

Textbooks for introductory courses covered by the CUP policy stated in Section X.F are handled by the Committee on Undergraduate Programs. They usually will appoint a textbook selection committee when a new choice is to be made. In 2000-level courses, the instructor can sometimes simply ask CUP for permission to try something new. The instructor selects texts in advanced courses; prior course reports (and colleagues) should be consulted first. Textbook orders are due long before the term starts. Instructors must



provide the relevant information to the secretaries, who have the required forms. The secretaries will also request desk copies from the publishers.

# XI. Practices and Procedures Primarily Related to Research

## A. Library and Internet Resources

The Oakland University Library contains books and journals devoted to mathematics and statistics. In addition, the Library has an acquisition budget for new books. Orders for new books are handled by the Library Coordinator as part of the Committee on Scholarly Activities. Department members, throughout the year, can send requests for new books to the Library Coordinator, who will transmit them to the library, in the order received.

All faculty members have a Kresge Library card enabling them to use the library and all its resources, including virtually unlimited checking out of books and mathematics journals (the latter for one week at a time only), interlibrary loan, and other computer resources. Further information can be obtained from the library coordinator.

Many library and research databases can be accessed from one's office or from home, by pointing a browser to the Oakland University main page and following the links to Kresge Library and its services. These include, among others, the catalogs of Kresge and other universities in Michigan, a sizable collection of electronic journals and searchable databases of titles and abstracts, including *Mathematical Reviews* (through MathSciNet), *Current Index to Statistics*, and *JSTOR*. There is some access to *Zentralblatt* via the Web, as well.

## B. Travel

Faculty who are traveling on University business, whether it is for student teaching supervision or meetings of any kind, should inform the secretaries. For in-state travel, a book is available to sign and state the travel plan. In most cases, a travel authorization is needed, however. For travel to be reimbursed, one must obtain travel authorization. If such travel involves being absent from class, one must arrange for a substitute for the class. (The secretaries should be informed as to the identity of the substitute.) Travel regulations are set by the Dean of the College in compliance with the Faculty Agreement; the secretaries have copies of the current policy, which should be consulted for detailed information. In general, at least one trip per faculty member is reimbursed. Often second trips are partially reimbursed as well. Mileage reimbursement is close to the IRS rates. Limits for individual items and for total reimbursement are stated in the regulations. Receipts must be presented for most expenses, and certain rules need to be followed.

## **C. Colloquium Series**

The Colloquium Series is a central emblem of scholarship in the Department. Its purpose is to cultivate and celebrate the interests of the Faculty in all areas of mathematics and statistics, both pure and applied. The achievement of this goal is the responsibility of the Colloquium Committee, whose membership and chair structure are determined by the Steering Committee at the beginning of each academic year.

The Colloquium chairperson solicits nominations for Colloquium Series speakers from the Department at the beginning of each academic year. Colloquium Series speakers are then selected from this list of nominees by the Colloquium Committee. Speakers are generally scheduled on a bi-weekly basis throughout the academic year and include individuals from both inside and outside the University. There is a modest budget for the Colloquium Series, determined annually by the Chairperson of the Department. The expenses (travel, meals, and lodging) of each outside speaker are covered by this budget. There are appropriate forms to account for expenses, which may be obtained from the secretaries. The budget will also cover an honorarium, currently \$150.00, which is paid to each outside speaker who accepts an official invitation to deliver a colloquium talk.

The Colloquium Committee is responsible for making all necessary arrangements for each colloquium speaker's visit. In order to assist the Committee in these matters, each faculty member who nominates a speaker for the Colloquium Series also agrees to act as the official host of that speaker; the duties of the host include the provision of local transportation, meals, and diversions, as required, for the speaker during the speaker's stay. The Colloquium Committee also maintains the Colloquium Series page on the Department's web site.

## **D. Seminars**

Seminars are organized by faculty members in an ad hoc fashion. 368J, 442 and 542 MSC may be scheduled for this purpose by informing the Secretaries.

## **E. Entertaining Visitors**

The policy on local entertainment of visiting dignitaries is as follows. The Department will pay overnight housing expenses, if needed. The Department will pay dining expenses for the visitor, one faculty member, and graduate students, subject to dollar limitations set by the University and the Department budget allocation.

## **F. Gift Account**

Gifts to the Department are posted to the Department Gift Account. The department is committed to fund the Froemke Memorial Fellowship at \$2500 per year; and money from the Gift Account is used to fund this Fellowship and as a financial buffer for overspending.

## **G. Professional Memberships**

The Department maintains institutional memberships in selected professional organizations such as the American Mathematical Society (AMS), the Mathematical Association of America (MAA) and its Michigan Section, the American Statistical Association (ASA), and the Association for Women in Mathematics (AWM). Most faculty members belong to one or more of these organizations.

## **XII. Practices and Procedures Primarily Related to Service**

### **A. College, University, and External Service**

The University has many governance bodies and committees to do service work and set policy. Most of them operate under the authority of the University Senate or the College of Arts and Sciences. Department faculty members have historically taken a very active role in such service, as well as service on AAUP committees, FRPC, and CAP. Some of these are elected positions; others are appointed. External service opportunities are manifold and lend prestige to the Department and University. Junior faculty, in particular, should be careful not to overload with service work at the expense of excellence in teaching and research.

### **B. High School Visiting Lecture Program**

Department faculty members are encouraged to volunteer for the High School Visiting Lecture Program run by the Michigan Section of the MAA. This program allows college and university professors to give enrichment talks on various mathematical topics to high school classes whose teachers request them. It provides an opportunity to generate interest in the mathematical sciences and offers a little advertising for Oakland University and the Department. A state coordinator usually solicits volunteers in the Summer, through department chairpersons throughout the state. Details are available from the MichMAA website.

### **C. Commencement**

Faculty members are encouraged to attend Commencement ceremonies (in May and December) and other official convocations, wearing appropriate academic regalia, which are available for rent by those not owning them.

### **D. Consulting**

Members of the Department are encouraged to cultivate and maintain contacts with consumers of mathematics and statistics, both within the University and beyond. Such contacts benefit the Department in several obvious ways, providing awareness of and exposure to real-world problems, internship opportunities for undergraduate and graduate

students, general enhancement of the Department's professional reputation, and potential jobs for graduates. Consulting is a major source of such consumer contacts, and is thus, within the confines of the current faculty agreement, encouraged. Issues of how consulting is handled with respect to promotion and tenure and the departmental and University monetary reward system are detailed in other sections of this Handbook.

## **E. Student Advising**

The College of Arts and Science has a tradition of having academic advising of undergraduates done by faculty members. To do an effective job of this, the faculty members need to be intimately acquainted with all the programs, policies, and degree requirements of the Department and the University. At the graduate level, of course, academic advice must come from the faculty within the departments. Departmental chief advisers at the undergraduate and graduate level are appointed each year, but all faculty are encouraged to educate themselves about our programs (and University regulations) and participate in the advising process. The Department maintains a website with extensive advising information and links

## **F. Liaisons with Other Departments**

The Department is trying to develop closer ties with the other schools and departments on campus. To this end, liaisons have been appointed to SBA, SEHS, and SECS.

## **G. Mathematics and Actuarial Club**

The Department provides support (mostly non-financial) to mathematics and actuarial science clubs that the students form as official campus organizations. (They can get funding for speakers, refreshments, etc. from the CIPO office for their activities.) Faculty are encouraged to attend their functions, lend their backing to their projects, announce their activities in classes, and otherwise foster this worthwhile endeavor. The clubs operate under the names of Mathematics Student Society and Society of Actuarial Science. The level of activities depends on the officers of the club.