

Mathematics and Statistics Workload Policy

Approved by the Department on 10/3/2014

This department workload policy is written to conform with the workload policies of the College of Liberal Arts and Sciences (CLAS) as per the college document IV College Governance–Workload Policy. This policy was approved by the department on October 3, 2014. The department chair is charged with ensuring that this policy is reviewed and updated on a regular basis, normally every five years, as well as in response to any changes that may arise in the College policy.

This workload policy recognizes that a faculty member's workload will include contributions in teaching, research, and service. The most concrete and quantifiable component of a faculty member's workload is the teaching assignment and, as such, will be the most clearly articulated aspect of the workload policy. Department members are expected to be active in research and, following the college policy, the standard teaching load for tenured and tenure-track faculty is five courses per academic year. Nevertheless, it is recognized that the department must meet its teaching obligations and in order to ensure that the teaching assignments and workloads are equitable, there are a number of factors that will be considered in making provisions for variable workload assignments. Faculty members will be assigned one of the workload designations of "research-intensive", "research-active", and "teaching-intensive". The department chair has the responsibility for making these designations following the guidelines and review schedule discussed below. Other factors that commonly influence workload composition are large enrollment courses, unusually demanding course preparation expectations, unusual intensive contributions to the graduate program or the delivery of undergraduate senior projects. Department members with significant administrative responsibilities (*e.g.* the chair, the associate chair, and the undergraduate and graduate directors, or a member with unusually demanding service responsibilities), will have a teaching workload approved by their direct supervisor. Course buy-outs from external funding will not normally exceed two courses per year; an exception would be a faculty member who is awarded a college-approved Fellowship that has no teaching expectations.

Large course designations

Mathematics is a challenging subject, and an effective learning environment requires significant interaction between instructor and student. Traditionally, a standard course (class) is roughly 40 students or less for freshmen level classes, 30 or less for advanced undergraduate and graduate level classes. Due to the increased enrollment of the university but insufficient number of faculty members, in order to meet its instructional obligations the department is scheduling courses of ever increasing enrollment size with grading support. Some, but certainly not all, of the resulting increased workload is offset by grading support. For example, adequate grading support is not always available or effective for elementary, let alone advanced, courses. Moreover, grading support does not even address such issues as increased interaction time with students outside of class and overall course management. These large courses will be counted more than a regular course to account for the extra workload not offset by grading. Elementary courses with an enrollment in excess of approximately 100 will be designated as large. Other courses with adequate grading support with enrollment in excess of 80 will be designated as large. Advanced courses with enrollments in excess of 60 will be designated as large, and the threshold for graduate level courses will be lower depending on the nature and level of the course. A single large course will be treated as equivalent to 1.5 courses. A second large course in the same semester with the same preparation will not normally be counted as 1.5 courses.

Heavy involvement in graduate and undergraduate programs

A faculty member may receive fractional course credit for heavy commitment to teaching through individual supervision and this can include undergraduate senior or honors projects. Students completing senior projects are enrolled in a credit bearing course, but the supervision of these projects is broadly shared. If a faculty member is supervising a large number of senior projects (including honors projects) in a semester, then this could, with prior chair approval, be recognized by a half-course credit. Similarly all faculty members are expected to contribute to the graduate program. However, if a faculty member is the direct supervisor of three or more doctoral students, then this could also count as a half-course credit annually. Exceptional levels of supervision or outside class activity in the Masters level programs (such as the Masters of Mathematical Finance) may also be given similar fractional course credit.

Variable teaching loads

This workload policy makes provisions for variable teaching loads based on the level of research productivity and on the level of external grant funding. The department chair, in consultation with the DRC, is responsible for assigning faculty to the differing teaching workload levels. The research and grant productivity level will be monitored annually but the workload assignment will be based on the overall activity over a period of three years. A faculty member's annual merit review will be based on the expectations outlined in the teaching load track assignment. The annual merit review will also serve as a mechanism for providing faculty with encouragement or warnings if their research productivity will soon warrant a different workload track. Significant adjustments will normally be made at the time of the regular five year post-tenure review process.

Research-intensive faculty

A faculty member in the Research-Intensive teaching load track will be assigned a teaching load of four courses per year, or with exceptional external grant funding levels even as low as three. All untenured tenure-track faculty will have a research-intensive workload. Tenured faculty with significant external grant funding will have a research-intensive workload. Additionally, tenured faculty whose publication rate is commensurate with three top-quality papers per year will be in a research-intensive workload. Faculty members in this research-intensive category whose externally funded research program includes supervision of a number of postdoctoral fellows and graduate students (four per year combined) may have a teaching load further reduced to three courses per year.

Research-active faculty

A faculty member in the Research-Active teaching load track will be assigned a teaching load of five courses per year. Faculty members in the research-active category are expected to have a publication rate commensurate with two research papers published in reputable journals over a three year period. Publications such as refereed conference proceedings, survey articles, book chapters and books may also count as research activity as deemed appropriate by the chair in consultation with the DRC.

Teaching-intensive faculty

Faculty members not meeting the expectation for a research-active workload track will make their primary contribution to the department through instruction in a teaching-intensive workload track. A faculty member who falls marginally below the research-active threshold should still aspire to move back to research-active workload track and will be assigned a teaching workload of three courses per semester. If a faculty member is devoting most or all of his/her efforts to teaching and service, then a teaching assignment of either 7 or 8 courses per year will be expected.