



**Memo To:** Faculty of the Department of Mathematics and Statistics  
**From:** Jim Burgmeier, Chair  
**Subject:** Policy addressing Article 16.15 of the Collective Bargaining Agreement for Mathematics faculty  
**Date:** October 11, 2012

1. Course Equivalencies. The Department guidelines for achieving the qualifying description of “excellent” in teaching include

- Takes on additional teaching responsibilities when the need or opportunity arises (e.g., supervises independent study and practicum courses, student research projects, TAP, URECA students, etc).
- Supervises honors theses, masters theses or doctoral dissertations.
- Supervises student projects or presentations, including accompanying students to conferences.

Consequently, some activity in these areas is expected of every faculty member. Workload effort for these activities may be reflected in the percentage devoted to advising, including graduate students. Nonetheless, these activities may warrant recognition as a *Course Equivalency Activity* (CEA) by the faculty member, defined to be any of the following:

- Giving a reading course or independent study course to fewer than five students;
- Supervising to completion an undergraduate, Master’s or PhD thesis;
- Other activities which the chair agrees are worthy of CEA designation, such as EUREKA projects.

There are two situations where CEA credit could be given:

- A. If the faculty member knows they will be engaged in course equivalency activities when the workload plans are completed, then those activities will appear on that work form.
- B. After the faculty member’s teaching loads for a year have been established, they may agree to engage in a CEA. In this case, the workload form will be modified to reflect the CEA.

No unofficial courses will count -- that is, the student(s) must register for a Math X93, X94, X95, HON 288, or an existing Math/Stat course with a special section assigned for independent study purposes. The faculty member will ask the chair to create these sections as needed.

2. Large Sections. The departmental guidelines for course equivalencies for large sections will be those established by the College. The current policy is: teaching sections with more than 80 students will be counted as equivalent to teaching two courses.

3. On-Line Instruction. Selection of courses to be delivered in full or in part in an on-line format will largely be determined by the faculty offering the course, in consultation with and with approval

of the Chair. The Chair will not assign an instructor to teach in an on-line format without the instructor's consent, and a faculty member may not offer a course in an on-line format without the Chair's consent. This includes Continuing education courses. In accordance with the CBA, all faculty offering on-line instruction must first receive training in on-line teaching, at University expense, prior to delivering on-line instruction. When possible, student feedback and performance from sections taught in an on-line format will be compared to student feedback and performance in sections of the same course taught in face-to-face format. These data will be used as a basis for determining the most appropriate format for future offerings of the course, to ensure high quality and effective course offerings.

These guidelines will be revisited annually during the fall semester.