The faculty of the Department of Leadership and Developmental Sciences fully embrace the central mission of the Academy. As such, DLDS faculty members are committed to the core activities that comprise faculty work: teaching, advising, scholarship and service. DLDS faculty work hard, and recognize the importance of engaging fully in each of these important endeavors.

What follows is the product of a collegial effort by DLDS faculty and the Dean’s office to clarify tasks related to faculty work. **Nothing contained below should increase work responsibilities for faculty who are committed and fully employed now.**

Article 16.17 of the UA contract states:

*Each department or equivalent unit that engages in the instructional activities of supervising theses and dissertation; independent studies, reading and research; and internships is expected to develop equivalency standards that provide instructional credit for each of these activities.*

On February 20, 2012, the President for the United Academics’ Contract Administration Committee, David Shiman, posted the following on the website:

*UA considers any equivalency guidelines unacceptable if they would penalize some faculty with larger classes and/or increase responsibilities so that others can receive instructional credit on their workload plan for non-mandatory work. These sorts of outcomes would be patently unfair.*

**THESES AND INDEPENDENT WORK GUIDELINES, CBA Article 16.17**

Supervision and/or independent studies that are part of a credit-bearing course or already accounted for on a faculty workload can not be counted twice.

Any activity that is not supervisory in nature, for example, serving on student committees, reading comprehensive exams, or engaging in professional service to one’s professional organization is already covered in the Workload Policy for CESS.

These guidelines acknowledge the heavy advising and service work some programs engage in that is not encompassed in these guidelines (such as undergraduate advising, accreditation reporting, and licensure issues such as portfolio reviews) but still represent significant work responsibilities for some programs. These guidelines should not create greater imbalance between faculty who work primarily with undergraduate students versus faculty who work primarily with graduate students or for small programs. Therefore, these guidelines reflect the realities of our College and the fact that any supervision equivalency guidelines that do not acknowledge current inequities may unfairly privilege certain faculty and programs. To provide additional release for faculty who may be teaching smaller courses and who may have small advising loads that do not meet minima would be unfair. Therefore, awarding of such releases will be subject to approval of the Chairperson and the Dean. In addition, if a large number of faculty are eligible for a release in a given year, potentially causing budgetary or program
resource difficulties, then the chairperson, with approval from the Dean, may postpone the release until the following year. With this in mind, these are the equivalency guidelines for theses and independent work:

- Independent Studies—15 3-credit Independent Studies must be completed within five years before a faculty member is eligible for a one 3-credit course equivalency. The chair must approve this activity.

- Honors Thesis and Master’s Thesis—12 must be completed within five years before the major advisor is eligible for a one 3-credit course equivalency. (We equated honors thesis and master’s thesis because of the amount of work it takes to supervise undergraduates. No credit will be given for such work if it is attached to a credit-bearing course.)

- Dissertation—The major advisor for the graduate student may be allocated one 3-credit course equivalency after supervising six completed dissertations within five years.

ONLINE COURSE PROPOSED GUIDELINES, CBA Article 16.15

Article 16.17 does not address graduate or teaching assistant allocation so it is not part of these suggestions.

All courses offered under the same number should meet the same curricular standards, regardless of the mode of delivery (face-to-face/classroom, online, hybrid, etc.) as decided by the program.

Selection of a delivery mode for a course should be based on pedagogical and student access considerations and not on faculty convenience or administrative convenience. Faculty members should have input in determining whether a course on their load is appropriate for online delivery. Faculty members will negotiate whether a course will be online at their annual review / workload meeting.

Faculty requests to offer a course using an online or hybrid delivery mode on load should be vetted by the Department Chair as part of the annual workload meeting.

If a faculty member has been approved to offer a course in online or hybrid modes, he/she will receive the support and training necessary to implement this delivery mode for the course.

A 3-credit online course is equivalent to but no less than a traditional on-campus class and should include no more than 22 students.

Online course materials, like materials for traditional courses developed by faculty members, remain their own intellectual property.

LARGE ENROLLMENT CLASS GUIDELINES, CBA Article 16.18

A 2-Course equivalency credit will be provided in the workload for courses with enrollments at 100+.