

**College of Agriculture and Life Sciences**  
**Faculty Workload and Course Equivalency Guidelines**  
**Unit Approved 02/06/2024**  
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The College of Agriculture and Life Sciences (CALS) at the University of Vermont administers faculty workloads pursuant to the Collective Bargaining Agreement (CBA) between the University of Vermont and United Academics. These guidelines provide general expectations regarding faculty workload and responsibilities within CALS in accordance with Article 16 of the CBA, which recognizes that: “Department chairpersons shall be responsible for the scheduling and assignment of all faculty under their direction, subject to the approval of the dean.” While a chair should discuss the workload with a faculty member, a chair cannot promise any given workload since it requires the Dean’s approval. The goal of these guidelines is fairness and equitable accounting for faculty workload across CALS. The guidelines provide expectations for workloads broadly across CALS, though there may be reasonable exceptions as determined by the chair. Faculty are encouraged to discuss potential mid-semester workload changes with their chairs.

For the purposes of this document, FTE = Course Equivalents (CE). These guidelines were developed using a nine-month, full-time equivalency at 1.0 CE. If the appointment term is a 12-month 1.0 CE or other variation, the CE on the workload form should be adjusted such that the total amount of time assigned to any given course will be approximately the same. In other words, a 12-month faculty member should not be assigned 0.1 CE in the example below, because that faculty member would be assigned more total hours than the 9-month faculty member for the same course.

To do this adjustment for a 12-month faculty member, simply multiply the CE by 0.8 (which accounts for 12-month faculty vacation time; otherwise, it would be 0.75).

CE for 9 mo.  $\times$  0.8 = CE for 12 mo. faculty member.

Example: if a given 3 credit-hour course normally has 0.1 CE for a 9-month faculty member, the adjustment for a 12-month 1.0 CE faculty member would be:  $0.1 \times 0.8 = 0.08$  CE

Conversion chart:

CE	Month appt	FTE appt	Converted CE
0.1	9	1.0	0.1
0.1	12	1.0	0.08

## **I. Faculty Appointments**

### **I.A. Tenured and tenure-track faculty (Assistant, Associate, Full Professor)**

Workload assignments are the responsibility of the department chair and must be approved by the dean.

A “typical” load for tenure-track 1.0 FTE faculty is:

0.40 CE course instruction and other teaching activities (including mentorship of undergraduate and graduate students conducting research for credit)

- 0.40 CE scholarship/research in their area of expertise. This includes supervisory responsibilities relating to students earning payment for their contributions to the faculty research program.
- 0.10 CE student advising (generally undergraduate student advising)
- 0.10 CE professional service (this includes local to international service to the profession in accordance with their professional expertise or service to the university through departmental, college, or university committees).

However, as long as departmental demands and expectations are met, the chair can be flexible in these proportions so that faculty can pursue their best interests and talents.

#### I.B. Lecturers (Lecturer, Senior Lecturer)

Lecturers are expected to contribute to the teaching mission of the University. Accordingly, the following normal workload applies to full-time lecturers:

- A teaching load of six to eight course equivalents per academic year
- Academic advising and/or service related to teaching

The “typical” CALS lecturer assignment is:

- 0.80 CE course assignments (typically 6 to 8 courses per year)
- 0.10 CE undergraduate advising
- 0.10 CE professional service (national/state service in their professional capacity; or service to departmental, college or university committees).

Lecturers often contribute broadly to department, college and university functions and chairs should recommend workload assignments to the dean that reflect these additional functions.

#### I.C. Clinical faculty

The Clinical-track appointment is designated for faculty with primary responsibilities in teaching, advising, and overseeing experiences in clinical settings, in addition to the classroom or internship/practicum environment. Accordingly, the following normal workload applies to full-time clinical faculty:

- A teaching load of five to six course equivalents per academic year
- Engagement in clinical practice and/or oversee clinical opportunities for students
- Research related to clinical practice

The “typical” CALS Clinical faculty assignment is:

- 0.60 course assignments
- 0.10 CE undergraduate advising
- 0.10 CE clinical practice providing quality, evidence-based clinical care and /or collaboration with those involved in clinical care
- 0.10 research
- 0.10 CALS/University service

#### I.D. Research faculty

Research faculty are generally expected to devote 0.95 FTE to research, 0.05 to proposal writing and service, and are not expected to contribute to the academic teaching mission. Though not ordinarily assigned, as noted in section 16.5 of the Collective Bargaining Agreement, research faculty may be assigned teaching responsibilities as determined by the teaching needs of the department and in consultation with the faculty member, in which case, a secondary appointment as a lecturer is required according to the CBA, section 16.5. The letter specifying the secondary appointment as a lecturer should clearly state the extent to which the teaching component of the faculty member’s workload will be factored into annual reviews and consideration for reappointment and promotion. This will be documented in the workload plan by the department chair at the time of the secondary appointment.

#### I.E. Extension faculty

An Extension faculty appointment is granted to those faculty whose work advances the externally focused mission of UVM Extension. Full-time Extension appointments are typically 12-month, 0.80 FTE. The workload plan for an Extension faculty member contains teaching, research/scholarship and service components that reflect the dynamic and changing nature of needs and opportunities presented by working with the public.

- Teaching refers to a wide variety of educational engagements with members of the public and with organizations. Such teaching is not credit-bearing. Extension faculty may teach credit-bearing courses with the approval of the Extension Chair, the Chair of the academic department, and the Dean. Similarly, Extension faculty may mentor undergraduate and graduate students, including theses and dissertations, also with the required approvals.
- Extension faculty conduct research and produce a wide array of scholarship for the general public, for professional practitioner audiences, and for academic, peer-reviewed outlets. Extension faculty may hold appointments in the Graduate College and in other university research units.
- Service obligations address university committees as well as community organizations, regional or national networks, and professional organizations.

The “typical” CALS Clinical faculty assignment is:

- 0.40 CE course instruction and other teaching activities
- 0.50 CE scholarship/research in their area of expertise.
- 0.10 CE service.

## II. Course Equivalencies for Teaching and Advising Activity

The teaching and advising component of faculty workload includes instruction in regular academic graduate and undergraduate-level courses, mentorship of undergraduate and graduate students engaged in research or independent study, as well as academic advising activities.

### II.A. Course Equivalents for Teaching Instruction

Instruction includes undergraduate and graduate teaching of courses that are taught “on-load” using the following course equivalencies. Note that FTE allocation for course preparation should be included in the “other teaching activities” section of the workload planning form.

- A “typical” 3 credit course in CALS is weighted 0.10 CE for all CE assignments. This assumes that in-class instruction is *not* shared with other instructors (including GTAs). If direct instruction is shared with other instructors, the instructor of record or each instructor as appropriate receives an appropriate portion of the total CE as described in the team-taught course section below.
- A large, 3 credit class of 81 - 150 students is 0.15 CE; 151-200 students is 0.175 CE; and >200 students is 0.20 CE.
- A 1-credit lab/studio section is assigned 0.05 CE
- A 4-credit class (in which labs or studio sections are taught by the faculty member) is counted as between 0.125 CE and 0.20 depending on the number of labs.
- Courses with multiple lab sections
  - In a class that combines lecture and three or more labs, and the faculty member oversees the instruction in both lecture and labs, the faculty member receives a 0.20 CE.
  - In a class that combines lecture and labs/studios, the faculty member is assigned 0.05 CE per lab/studio for instruction whereby the faculty member is in sole charge of all the instruction (including attending lab sessions and all assessment) for a lab or labs.
  - If the lab is taught by a TA, whereby the TA oversees all instruction (including attending lab sessions and assessment), the course equivalency reverts to the lecture equivalencies for the faculty member (and thus not awarded the 0.05 CE for labs).
- Independent study is 0.01 CE per student, up to 0.05 CE total. While faculty can take on more than 5 students, CE is capped at 0.05. Independent study is defined as a course taken for credit, which is tailored to fit the interests of a specific student, and which occurs outside the traditional “classroom/laboratory setting.”

*Team taught courses:* In a “team taught” course, effort is split proportionally to that of each instructor, including GTA instructors. For example, if two instructors share a 3-credit course (equal to 0.10 CE), each faculty member is assigned 0.05 CE. If there are unequal contributions

by faculty instructors, the CE allocation will be divided between the faculty instructors based on their proportion of effort. For example, if the teaching responsibilities are divided amongst a teaching pair such that one faculty is assuming 60% and the other 40%, the CE allocation will be 0.06 CE and 0.04 CE for each faculty member, respectively.

*Additional sections:* If a faculty member teaches more than one section of the same course, the total CE would be 2x that of the original course. For example, if a faculty member is teaching two sections of a 3-credit hour course, each with 100 students, the total CE would be 0.3.

## II.B. Other Teaching Activities (e.g. new course preparation, research mentoring)

### *Course Preparation*

Any course taught for the first time by a faculty member, even if pre-existing at UVM, is typically afforded up to 0.05 CE for preparation at the discretion of the chair. This can be assigned either in the semester the course is taught, or the preceding semester if the course is anticipated to be taught on the next annual workload. However, the faculty member does not get the “extra” 0.05 CE twice (i.e. prepared one year and delivered for the first time the next). The amount of prep time needed will be determined by the chair and will depend on the expertise of the faculty member and the number of course credits. It may range from 0 to 0.05 CE and includes learning the LMS. Service learning or other courses that may require significant changes from year to year can also be assigned up to 0.05 CE based on the chair’s discretion for the amount of effort needed to change the course.

### *Undergraduate Research Mentoring for credit*

Undergraduate research mentoring, including advising undergraduate thesis students, per student is 0.02 CE, up to 0.1 CE total. In other words, while faculty can take on more than 5 students, CE is capped at 0.1. Any exceptions may be at the discretion of the chair with the approval of the dean.

Note that paid undergraduates performing research fall into the Scholarship and Research category.

### *Graduate Research Advising*

Graduate student research advising typically is assigned 0.025 CE per graduate student with a cap of 0.10 CE on the assumption that more efficient processes are required to manage larger research teams.

### *Project-Based Graduate Advising*

Advising of project-based graduate students is assigned 0.01 per student with a cap of 0.1 CE. Advisors can accept students above the cap if desired.

## II.C. Undergraduate Academic Advising

Undergraduate academic advising refers to work related to supporting students in their academic program, such as assisting in course selection, progression through program, or providing career advice. A typical advising load in CALS varies from 10-35 undergraduate advisees in their

second year or beyond. The maximum assignment for  $\leq 17$  undergraduate students is 0.05 CE, 18-35 undergraduate students is 0.10, and 36-50 students is 0.15 CE. Chairs can further subdivide CE within these limits. Typically, faculty do not exceed 0.15 CE for advising except in unique situations, as determined by the chair.

### **III. Scholarship, Research and Creative Activity**

#### **III.A. General Expectations**

Faculty are assigned time for scholarship with the expectation that they will conduct research that will lead to peer-reviewed publications, creative output, books or book chapters within a timeframe that is reasonable for their discipline, to make professional presentations among their peers in international/national/state forums or at other academic institutions, and to actively compete for/secure extramural funding (i.e., at least submit grant proposals). In general, it is difficult to conduct meaningful scholarship in the disciplines represented within CALS without extramural funding sources. However, our chairs are aware of the exceptions (e.g. juried design competitions or pedagogical research consistent with the expectations of position descriptions).

The Chair is responsible for the assignment of research time on a faculty workload.

All tenure track, tenured, research, and Extension faculty are expected to maintain a research program. If the appointment is tied to the Agricultural Experiment Station (Hatch), the faculty is expected to spend at least that portion of their time on research activities that align with the current Agricultural Experimentation Policy. A portion of this time is encouraged to be covered by external sponsored funds. Faculty may also be assigned a percentage of their research time on the General Fund. This is determined by productivity, needs of the department, and research guidelines of the department.

*Lecturers* - There is no scholarship expectation of lecturers, although in some cases, lecturers are engaged in scholarship. As with all other faculty workload assignments, this is discussed with the Chair, and approved by the Dean.

#### **III.B. Sabbaticals**

Faculty on sabbatical leave have their time assigned solely to scholarship FTE. Undergraduate advising or committee service responsibilities while on sabbatical are unusual and strongly discouraged.

#### **III.C. Grant Buyouts**

Regardless of the availability of extramural research funds, all reductions in assigned teaching workloads, “course buyouts,” are at the discretion of the faculty member’s department chair and Dean and depend upon the needs of the department. Approval would require enough advance notice to assure that a course can be covered by another faculty member. Faculty may “buy out” one or two courses per year if approved. Percent “buy out” dollars should be from extramural funding and should cover the faculty member's entire course equivalent for that course, described above under teaching.

Faculty cannot reduce their teaching load by more than two 3-credit course equivalents (0.2 CE), except under extraordinary circumstances and with approval of the Dean.

#### **IV. Service**

Faculty members are expected to contribute to service activities at the department, college, university, and professional level. This includes activities that are in service to the university or approved outside community activity as related to faculty scholarship. It also includes clinical practice for clinical faculty (not including the instruction of students).

Service assignments may differ by faculty track (non-tenure track, pre-tenure, tenured). Some roles may require having had a previous promotion or tenure. Workload and topical expertise may also matter for some committees.

#### **V. Administrative Duties**

##### **Directorships**

Some directorships in CALS (such as the cross-college program directors) are assigned as additional duties above the 1.0 FTE workload assignment. Typically, these carry 12-month responsibilities appointed by the Dean and are compensated by a stipend. Others are incorporated within the workload assignment and are assigned an FTE.

##### **Employee Supervision**

Chairs, at their discretion, may assign FTE for administrative duties related to employee supervision in accordance with article 16 of the CBA. Up to 0.01 FTE per supervised employee, capped at 0.1 FTE, can be assigned.

#### **VI. Continuing Education and International Courses Taught Abroad**

Some international courses are taught on load and others off-load, with the work either as part of a faculty member's workload or in addition to their 1.0 FTE, assignment, with additional compensation from PACE or the source for international instruction. If a course is taught as part of the regular semester, it is on load and counted as part of the faculty member's regular workload.

#### **VII. Faculty Overload**

Academic year overload is only approved under very rare circumstances. Moreover, neither extramural research nor student advising can be on overload. In certain situations, a faculty member may receive overload for an additional course assignment, which will be compensated as per the Collective Bargaining Agreement (section 16.2).